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Commercial Subjects

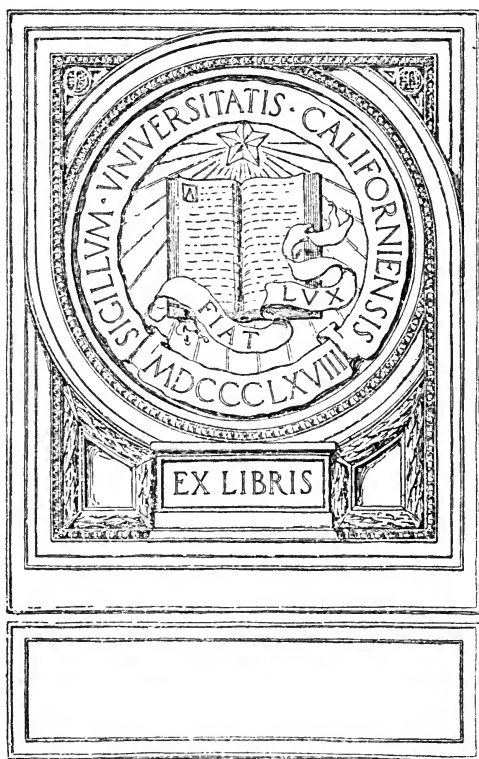
IN

Part-Time or Continuation Schools

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THE ORGANIZATION AND TEACHING OF COMMERCIAL SUBJECTS IN A PART-TIME OR CONTINUATION SCHOOL

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THE ORGANIZATION OF COURSES OF STUDY AND THE TEACHING OF COMMERCIAL SUBJECTS IN A PART-TIME OR CONTINUATION SCHOOL

1. THE PROBLEM

Compulsory part-time schools for employed children are justified on three grounds (1) social (2) economic and (3) educational. The social justification originates in the doctrine that all citizens in a democracy must be vocationally and physically fit. The economic need and justification is to be found in the increasing demand for efficient workers, in the impossibility of reaching in any other way the vast group of young people who leave the regular schools without any occupational training, in the economic loss resulting from the failure of untrained persons to obtain and retain suitable employment, and in the need for promotional and general training for the young employees in stores, shops and factories. The educational need, significance and justification is an outgrowth of the conclusion that instruction adapted to dominant occupational interests is more effective than any other type, that the part-time school offers the only solution for providing means of education for employed youths, and that school may be of the most value to the majority of children who leave to go to work since for such its value may be restored on a part-time basis. (See University of California, General Vocational Education Series, Bulletin No. 1.)

Teachers in cities, villages and school districts of at least twenty states are now working out a program of training which will accomplish the aims and purposes of the part-time school. In the organization of courses of study and the selection of instructional material certain fundamental theses are commonly adhered to. These are:

- 1 The children returning to part-time schools are wage earners in the vast majority of instances and are therefore more interested in instruction of an occupational character than in instruction of an academic nature.

- 2 The period between 14 and 16 years in the young wage earner's life is one requiring guidance, counseling and experience that will function in an intelligent selection of an occupation.

- 3 Vocational experiences offered in specific occupations or groups of occupations within the part-time schools afford a most effective opportunity for vocational guidance.

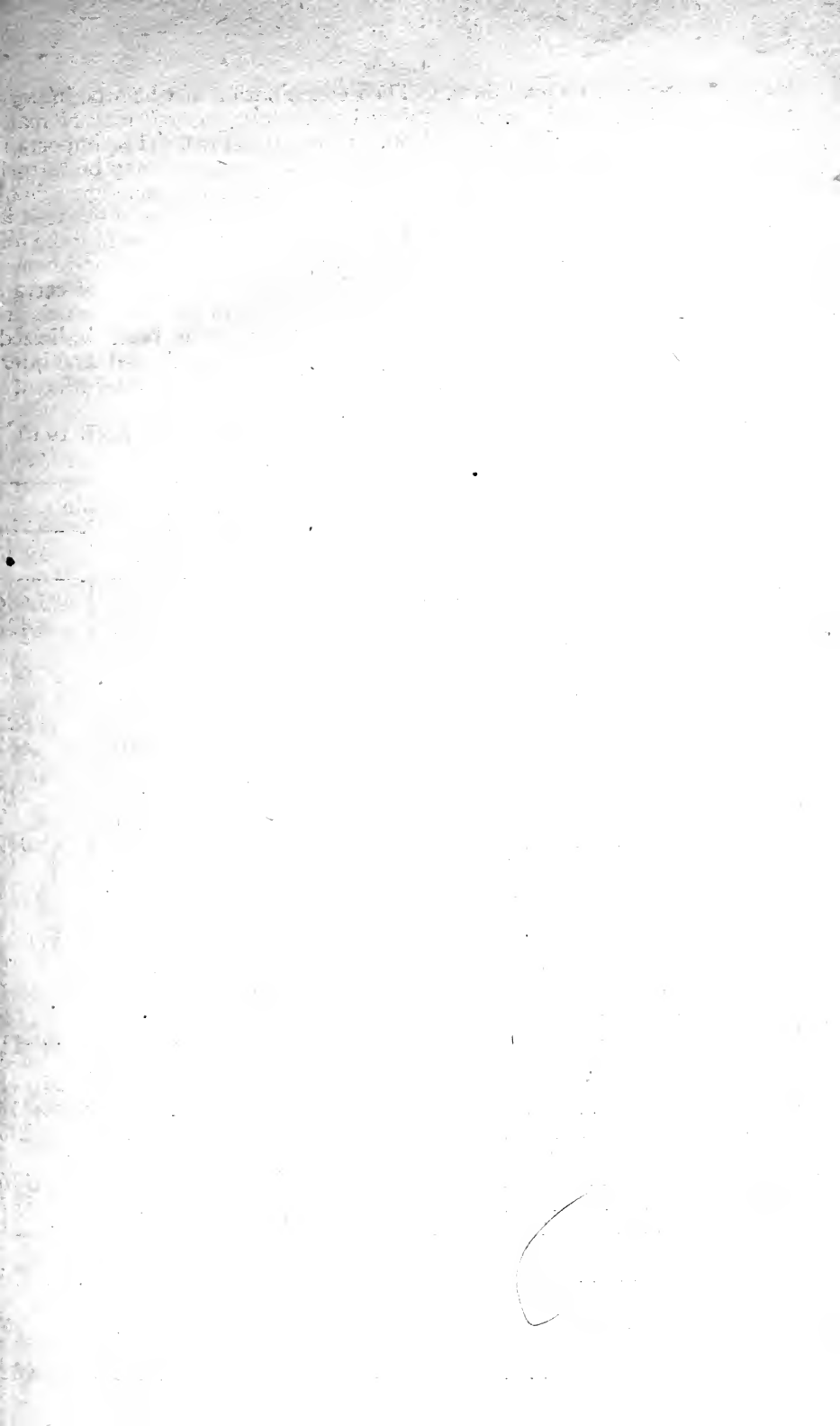
- 4 Vocational activities well organized and taught in part-time classes will equip the pupils with a certain amount of skill in basic jobs, or kinds of work, and also a knowledge of fundamental related information.

- 5 Notwithstanding time limitations, valuable instruction may be given in fundamental type jobs or kinds of work distinctly of (a) an occupational preparatory character or (b) an occupational extension character.

- 6 A study and analysis of the occupations of the part-time school group and the occupations of the adult employed group in the community is absolutely essential and should be made before any permanent school organization is effected or instruction organized. (See Industrial Subjects in a Part-time or Continuation School, Robert H. Rodgers and Oakley Furney.)

2. DETERMINATION OF OCCUPATIONAL COURSES

It is commonly agreed that the courses in part-time schools should be or-



ganized along occupational lines. The determination of what the important occupational lines in which employed adults are engaged may be made in part from a study of the United States Census figures. The important occupational lines in which part-time students are engaged may be learned by making an occupational study of the group enrolled in a part-time school.

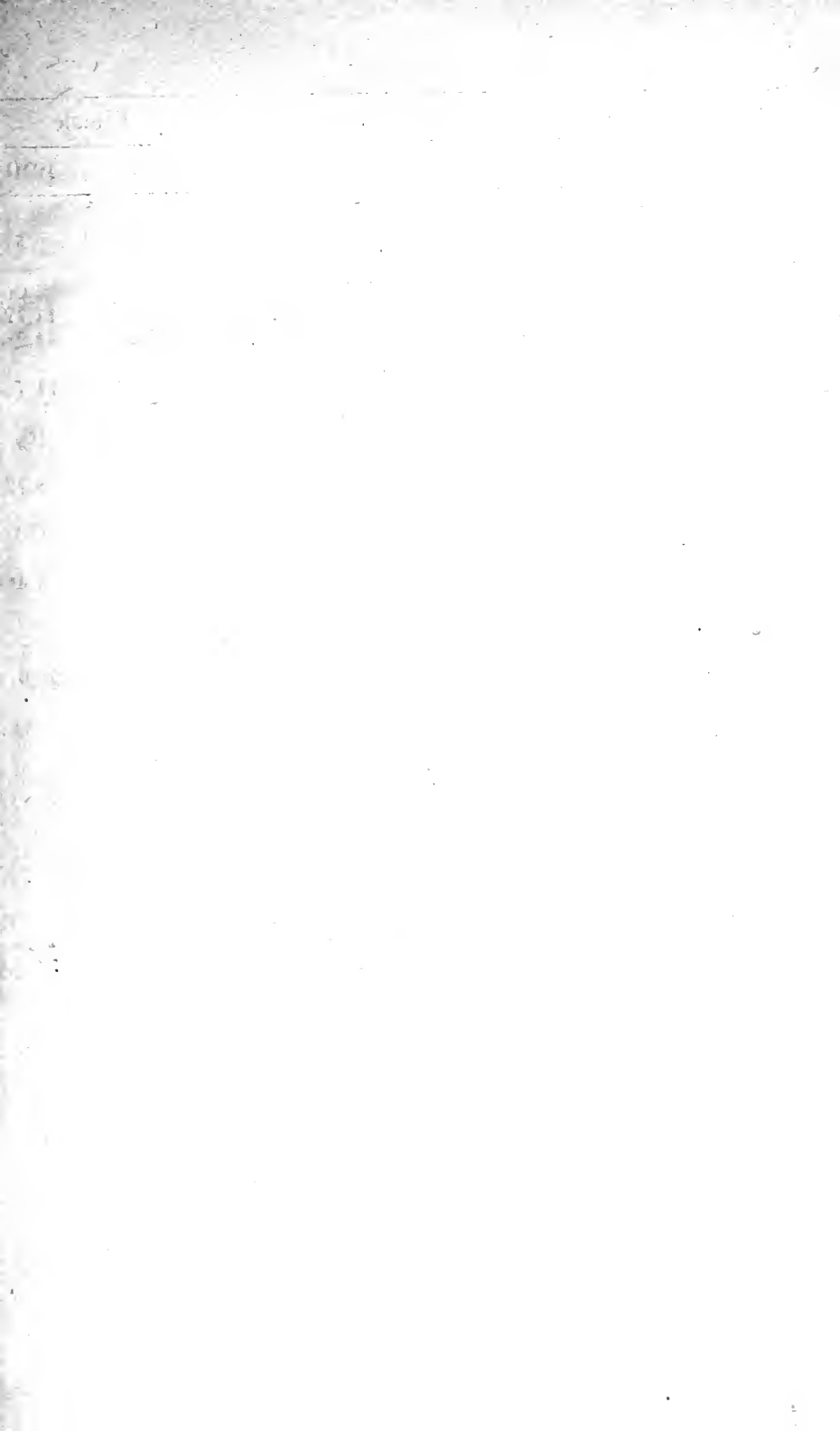
The distribution of males and females 10 years of age and over engaged in gainful occupations in the State of New York in 1920 is indicated by the following table. This information can be obtained for any city, and consequently in planning courses an exact basis for the introduction of certain types of work can be had. The occupations listed in the table which are commonly considered as commercial occupations have been italicized. The importance of the commercial group is thus clearly indicated, and inference may be drawn as to the occupational courses which should be offered.

PRINCIPAL OCCUPATIONS, NEW YORK STATE, 1920 AND 1910

Occupation	Male		Female	
	1920	1910	1920	1910
All occupations.	3,367,907	3,020,158	1,135,246	983,686
Actors and showmen.	8,180	7,367	5,635	4,432
<i>Agents, canvassers, and collectors.</i>	22,205	12,504	2,242	983
Artists, sculptors, and teachers of art.	6,248	5,045	3,843	2,827
Bakers.	20,507	18,370	516	667
<i>Bankers, brokers, and money lenders.</i>	20,894	14,578	399	325
Barbers, hairdressers, and manicurists.	23,890	25,002	5,080	5,049
Blacksmiths, forgers, and hammermen.	17,749	22,115	.....	5
<i>Bookkeepers, cashiers, and accountants.</i>	61,239	50,586	60,424	33,603
Brick and stone masons.	19,676	28,300	.....	6
Carpenters.	92,300	93,544	4	3
Chauffeurs.	70,505	13,150	338	9
Civil engineers and surveyors	8,842	7,499	.....	.....
Clergymen.	10,303	9,691	64	33
<i>Clerks, except clerks in stores</i>	190,228	119,578	95,208	27,191
<i>Clerks in stores (a)</i>	36,995	48,749	21,050	16,757
<i>Commercial travelers.</i>	18,543	20,086	271	320
Compositors, linotypers, and typesetters.	27,894	22,903	1,305	1,426
Dairy farmers.	32,943	18,242	908	597
Deliverymen.	20,071	34,818	5	21
Designers, draftsmen and inventors.	11,781	9,364	3,161	1,326
Draymen, teamsters, and expressmen.	45,972	60,847	87	9
Dressmakers and seamstresses, not in factories.	167	1,089	37,849	68,082



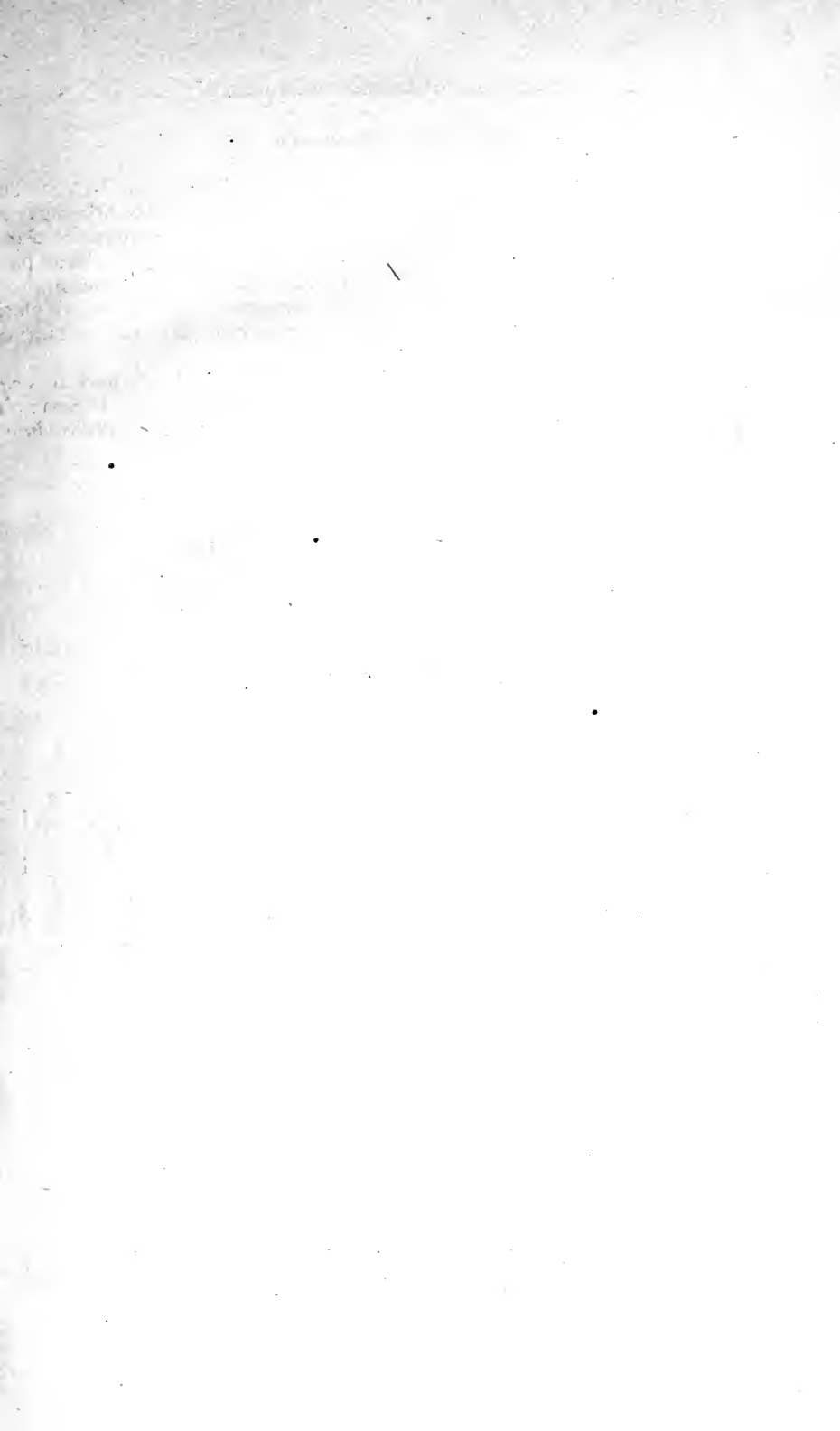
Occupation	Male		Female	
	1920	1910	1920	1910
Electricians and electrical engineers.....	37,078	25,195	11	16
Engineers, stationary.....	29,687	28,468	.....	3
Farmers, general farms.....	130,939	159,330	4,693	6,187
Farm laborers (home farm or working out).....	87,085	144,535	1,720	4,444
Firemen, except locomotive and fire department....	20,226	13,702	.....	.....
Foremen and overseers, manufacturing.....	33,186	20,574	7,060	5,095
Gardeners, florists, fruit growers and nurserymen	10,054	10,363	462	439
Guards, watchmen, and doorkeepers.....	17,804	12,903	35	10
Housekeepers and stewards.	4,508	3,868	23,799	20,648
<i>Insurance agents and officials</i>	18,580	13,516	686	327
Janitors and sextons.....	17,599	13,715	10,460	10,988
Laborers, building, general, and not specified.....	50,521	88,559	789	1,256
Laborers, porters, and helpers in stores.....	15,751	15,322	1,198	859
Laborers, steam railroad....	26,756	31,236	414	243
Launderers and laundresses, not in laundries.....	1,016	1,200	20,574	32,465
Lawyers, judges and justices	18,129	17,138	344	133
Longshoremen and stevedores	37,526	18,545	223	7
Machinists, millwrights, and toolmakers.....	112,132	66,360	1	6
<i>Managers and superintendents, manufacturing....</i>	27,933	14,624	1,151	359
Manufacturers and officials.	51,179	53,043	1,698	1,125
<i>Messengers, bundle, and office boys and girls.....</i>	19,683	24,961	1,993	3,128
Midwives and nurses (not trained).....	3,819	3,886	20,811	19,701
Milliners and millinery dealers.....	1,658	1,696	15,090	19,539
Molders, founders, and casters, metal.....	12,817	14,366	1	15
Musicians and teachers of music.....	13,344	12,415	9,547	10,814
Officials and inspectors, state and U. S.....	7,756	4,729	696	521
Painters, glaziers, and varnishers, building.....	41,395	46,626	4	112
Physicians and surgeons....	15,972	14,954	924	1,042
Plumbers and gas and steam fitters.....	33,382	30,730	2	.....
Policemen.....	16,621	13,973	41	.....



Occupation	Male		Female	
	1920	1910	1920	1910
Porters, except in stores	21,307	15,825	6	10
<i>Real estate agents and officials</i>	17,276	16,915	940	514
Restaurant, cafe, and lunch- room keepers	11,309	7,700	1,606	1,066
<i>Retail dealers</i>	179,614	168,425	11,689	11,726
<i>Salesmen and saleswomen</i> . . .	125,564	98,762	44,273	41,287
Semiskilled operatives, cigar and tobacco factories . .	10,048	14,334	9,036	11,786
Semiskilled operatives, knit- ting mills	8,416	(b)	14,828	(b)
Semiskilled operatives, print- ing and publishing	10,894	9,385	8,991	8,722
Semiskilled operatives, shirt, collar, and cuff factories	5,519	(b)	17,919	(b)
Semiskilled operatives, shoe factories	21,040	12,490	8,734	5,460
Semiskilled operatives, suit, coat, cloak, and overall factories	48,946	(b)	17,089	(b)
Servants and waiters	69,869	63,395	151,456	198,970
Shoemakers and cobblers, not in factories	12,102	12,202	5	182
Soldiers, sailors, and marines	21,177	9,367	.....	.....
<i>Stenographers and typewriters</i>	9,823	9,241	103,721	49,281
Tailors and tailoresses	55,121	57,732	7,611	11,254
Teachers, school	10,558	10,162	63,637	50,793
<i>Telephone operators</i>	1,863	1,605	29,004	12,154
Trained nurses	1,020	985	21,915	12,877
Wholesale dealers, importers and exporters	19,446	10,608	158	261

(a) Probably includes some salesmen and saleswomen incorrectly reported as clerks.

(b) Comparable statistics for 1910 not available.



Occupations of Employed Minors of

Part-time School Age

A study of the commercial occupations in which 14, 15 and 16 year old part-time children are engaged shows clearly that these youths are engaged in what may be generally denominated as non-permanent or juvenile occupations which as a group have the following characteristics: (1) a large part are of the junior commercial occupations variety such as messenger and errand boy, junior sales clerk, bundle wrapper, shipping clerk, delivery clerk and telephone operator, (2) a considerable number of girls are serving as helpers in homemaking occupations.

The following classification of the occupations of all 14, 15, and 16 year old part-time school children in Gloversville, and of the 14 and 15 year old groups employed in commercial occupations in Albany and Buffalo shows reasons for the drawing of such conclusions.

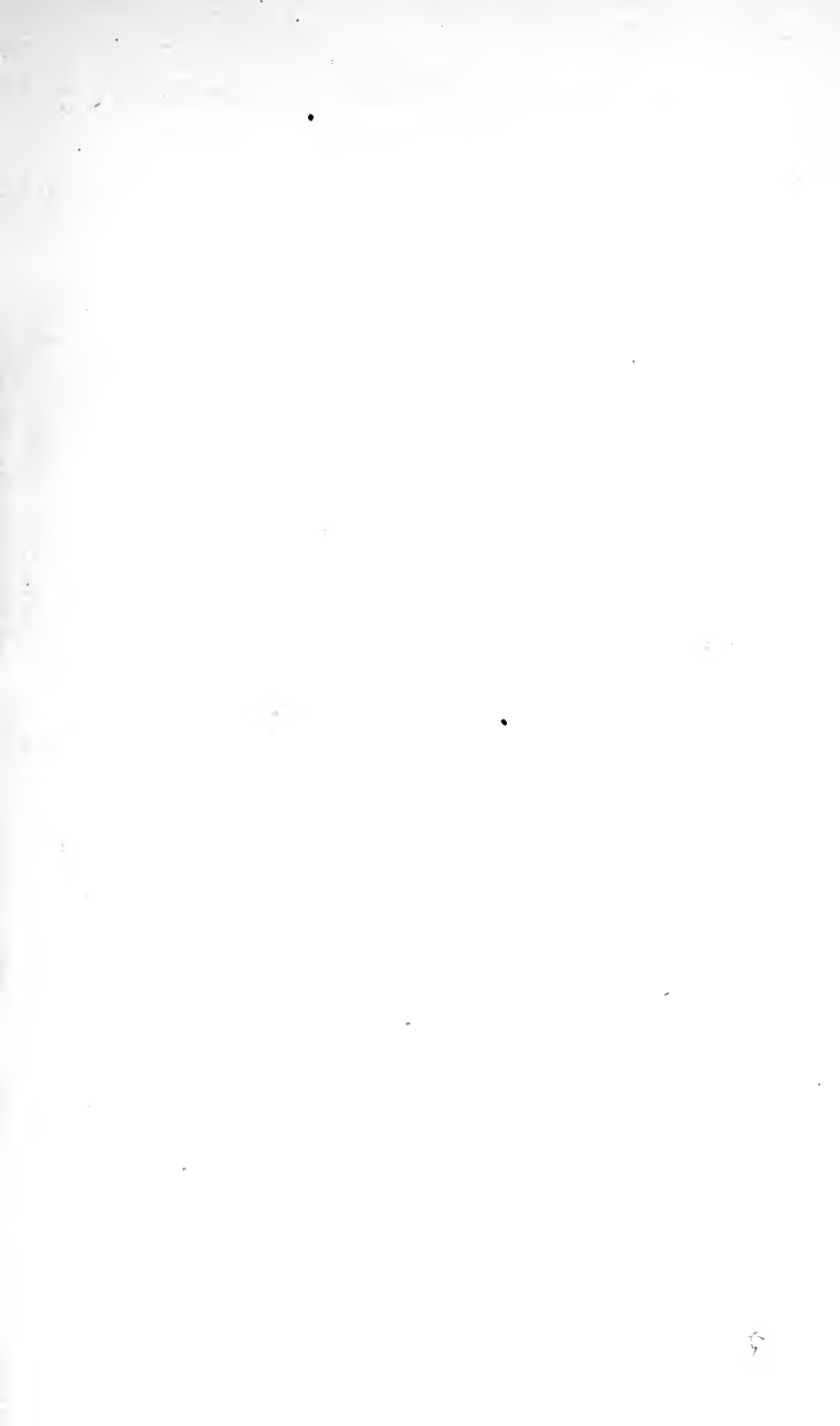
Gloversville Continuation School

Occupational Distribution of All 14, 15,

and 16 Year Old Children, December, 1921

	Boys	Girls
Messenger and errand boys.....	14	
Driver.....	1	
Sales clerks.....	6	15
Odd jobs in department store.....	1	
Milk delivery.....	5	
Shopwork, cleaning.....	1	
Shipping clerks and helpers.....	2	1
General work, box factory.....	1	
Office work.....		1
Candy maker's helper.....	1	
Telephone operators.....		3
Box factory, helper.....	1	
Tending children.....		2
Pasting.....		3
Truckman's helper.....	4	
Printer's apprentice.....	5	
Road work.....	1	
Stock clerk.....		1
Carpentry.....	1	
Braiding baskets.....		1
Farm hands.....	2	
Waiters.....	1	1
Pool room attendant.....	1	
Lineman, electric.....	1	
Florists apprentice.....	1	
Housework.....		13

	Boys	Girls
Leather and glove manufacturing.....		
Tacker.....	2	
Skin mill hand.....	3	
Glove cutter's apprentice.....	4	
Buttoner.....	11	
Odd jobs.....	1	8
Putting in linings.....	2	
Layer off.....	2	
Inspector.....	1	4
Polisher.....	2	
Assistant to foreman.....	1	
Boarding, finish.....	1	
Boxing.....	1	
Putting out.....	1	
Trimming trunks.....	1	2
Punching.....	1	
Making.....		6
End pulling.....		9
Putting in fittings.....		3
General work in sporting goods.....		4
Inspecting infants' shoes.....		1
Making pocketbooks.....		1
Inlaying pocketbooks.....	1	
Coloring leather, helper.....	1	
Silk manufacturing.....		
Mill hand.....	1	
Weaver's apprentice.....	1	
Knitting hosiery.....		1
Knitting gloves.....		1
Looping hosiery.....		2
Wool manufacturing.....		
Assistant to foreman, knitting mill.....	1	
Machine operator.....	1	
Mill hand.....	2	
Carder.....	1	
Total employed.....	93	83
Not employed.....	8	1
Totals.....	101	84



Distribution of Albany Commercial Part-Time Students in Present Positions

Names of Positions		Number	Totals
Office Group			
1	Messengers and general office clerks	88	
2	Shipping clerks.	6	
3	Delivery boys.	23	
4	General office stenographers.	2	
5	Newsboys.	5	
6	Bell boys.	3	
7	Switchboard operator.	1	128
Store Group			
1	Sales persons.	13	
2	Bundle wrappers and inspectors.	9	22
All Others			
1	Domestic group.		17
2	Industrial group.		112
3	Unclassified.		37
			<hr/> 316

Data collected January 1921, covering 14 and 15 year old groups.

Distribution of Buffalo Commercial Part-Time School Students in Present Commercial Positions in Terms of Age and Sex

		Boys of ages			Girls of ages			Total
		14	15	16	14	15	16	
Office Group								
1	Messengers.....	2	49	26	0	11	1	89
2	General office clerks.....	0	19	5	0	11	66	41
3	Entry clerks.....	0	1	2	0	0	3	6
4	Order clerks.....	0	2	2	0	0	2	6
5	Store cashiers.....	0	0	0	0	2	3	5
6	Shipping clerks.....	0	6	3	0	0	1	10
7	Delivery boys.....	0	23	10	0	0	0	33
8	General office stenographers...	0	0	0	0	3	4	7
9	Typists.....	0	0	0	0	2	3	5
10	Filing clerks.....	0	0	0	0	3	4	7
11	Mail clerks.....	0	9	3	0	4	3	19
12	Miscellaneous.....	0	8	3	0	9	3	23
Total.....		2	117	54	0	45	33	251

		Boys of ages			Girls of ages			Total
		14	15	16	14	15	16	
Store Group								
1	Sales persons.	0	10	5	0	17	8	40
2	Bundle wrappers and inspectors	0	3	2	0	16	10	31
3	Stock girls.	0	7	5	0	14	7	33
4	Stock markers.	0	1	0	0	2	1	4
Total.		0	21	12	0	49	26	108

(Data collected May, 1921, covering 14 and 15 age groups).

Courses of Study

To meet the needs of all the children in the part-time school the courses of study in general have been of four types:

- 1 Commercial
- 2 Industrial
- 3 Homemaking
- 4 Others, such as General Continuation, Academic, etc.

This study is concerned with the organization of courses of study and the teaching of commercial subjects.

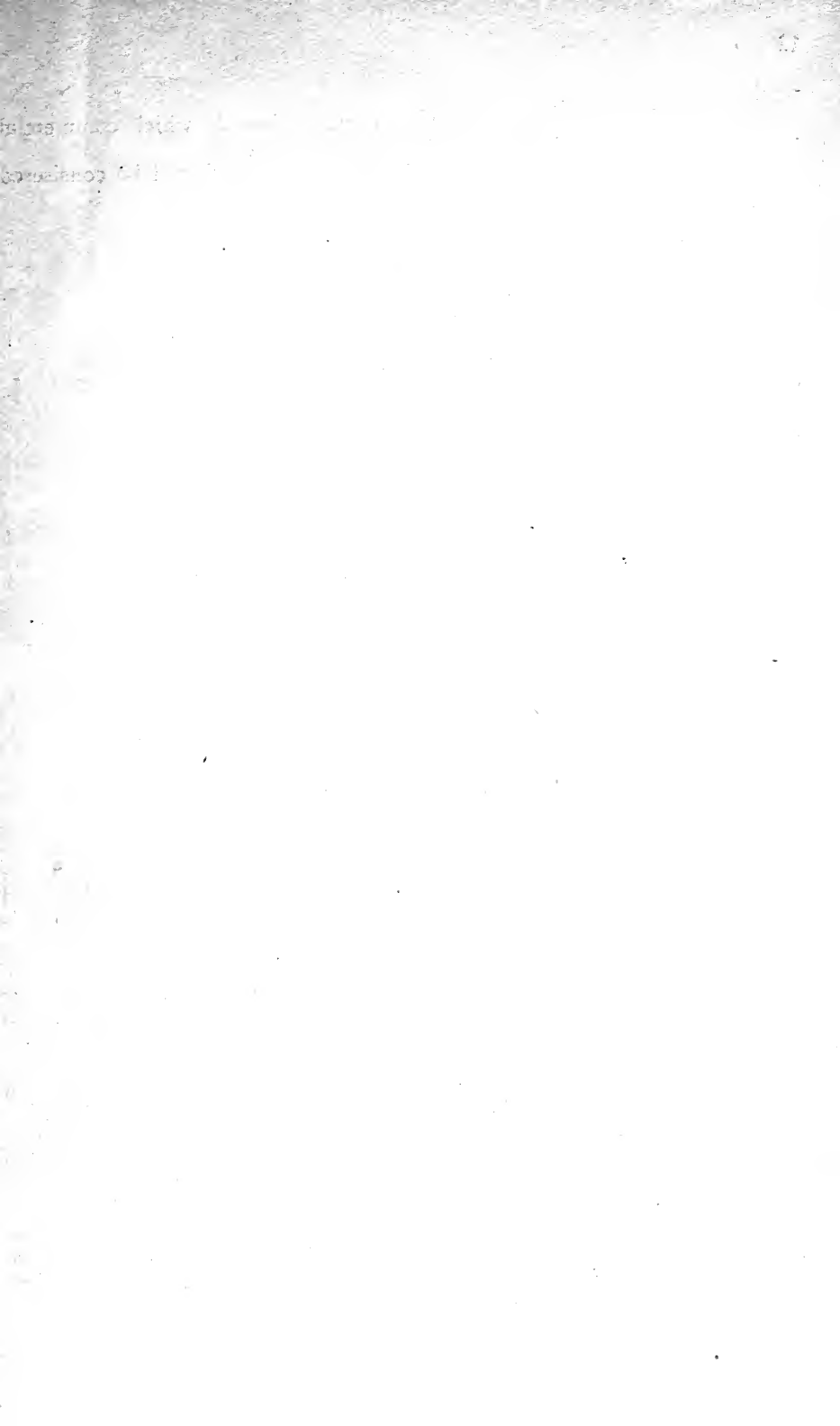
3. Objectives of Commercial Courses in Part-Time Schools

The objectives of the commercial work in part-time schools are concluded to be as follows:

- 1 *Vocational guidance.* The commercial work in which most of these youths are engaged is of the junior commercial occupations type. The opportunities for promotion and advancement in various commercial fields should be taught. Such teaching should find its motivation through the study of the junior commercial occupations.
- 2 *Vocational testing.* The powers and capacities of children to perform certain types of commercial work should be carefully tested, checked and evaluated.
- 3 *Vocational improvement.* The training given in certain of the commercial courses should be planned to definitely improve the quality of the work done by those engaged in the junior commercial occupations.
- 4 *Vocational training.* The training given in some commercial courses should be definitely of an occupational training character, that is, training which will prepare for entrance to specific commercial occupations.
- 5 *Vocational extension training.* Some courses should be definitely extension courses for the purpose of improving the work of those engaged in permanent senior commercial occupations.

How Objectives May be Realized

If part-time boys and girls are to be given vocational (commercial instructional) guidance, vocational testing, vocational improvement, vocational training and vocational extension work such instruction must be based upon a study and analysis of the occupations and jobs in which commercial



workers are employed.

The following is a list of the type organizations in which commercial workers are employed:

- 1 Retail stores (office and merchandising positions should be considered separately)
 - a* department
 - b* chain
 - c* specialty
- 2 Wholesale, Commission, Jobbing
- 3 Factory
 - a* main office positions
 - b* factory office positions
- 4 Hotel
- 5 Transportation
- 6 Public Utilities
 - a* heat, light, power
 - b* telephone
- 7 Banking
 - a* commercial
 - b* savings
 - c* trust companies
- 8 Insurance
- 9 Government
 - a* federal
 - b* state
 - c* county
 - d* city
- 10 Professions
 - a* office positions

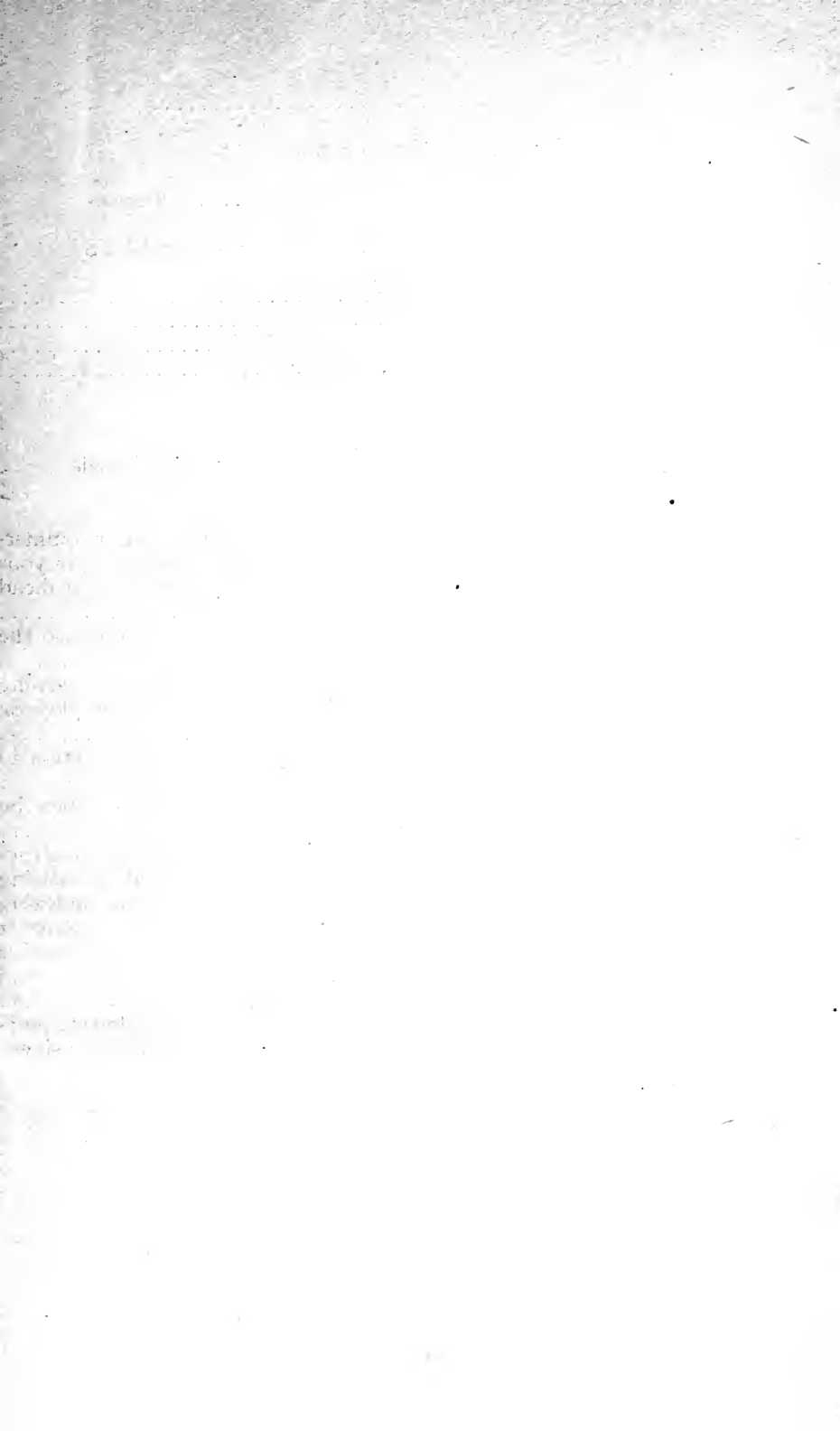
4. The Commercial Occupations Survey

In the making of studies and analyses of organizations, occupations and jobs in which commercial workers are employed the following procedure is followed:

- 1 The head of the organization to be surveyed should be first interviewed.

An interview should be arranged with the head of the organization which is to be surveyed. His interest and cooperation should be enlisted and his counsel secured. In advance of such an interview definite questions should be formulated and these brought up in the interview. A suggestive form has been prepared for this and other purposes by the Division of Vocational and Extension Education of the New York State Education Department. This form follows. It is more effective to interrogate the executive during the course of the interview relative to the information desired than to leave the form with him to be filled out and submitted later.

In the interview the executive should be informed concerning the purpose and method of the survey and his consent obtained to make an occupational analysis of the positions filled by the commercial workers in his organization.



Public Schools of

The Part-time School

....., *Director*

FOLLOW-UP OF COMMERCIAL ESTABLISHMENTS

Date

Name of establishment

Business in which engaged

Name and title of person furnishing information

Confidential Data

- 1 Total number of employees engaged: (a) Male.....(b) Female.....
- 2 Of this number, how many are of part-time school age? (a) Male.....
(b) Female.....
- 3 Have you established a definite order of promotion among your commercial positions from lower to higher, so that a person beginning in your employ in a subordinate position can know the line of promotion ahead of him? (Answer yes or no)
- 4 Does your concern maintain a school of instruction or supervise the education of its younger employees? (Answer yes or no)
- 5 Does your concern attempt to keep in touch with part-time and evening schools which employees attend to advise with and learn of employees' progress? (Answer yes or no)
- 6 Is promotion open to those who satisfactorily complete instruction in part-time or evening schools? (Answer yes or no)
- 7 Is it important that messengers and junior helpers about an office be trained to operate a typewriter? (Answer yes or no)
- 8 Do you believe that the part-time school should provide special instruction in the use of office appliances, such as adding and calculating machines, bookkeeping and billing machines, filing and indexing devices, addressing machines, duplicating machines, etc? (Answer yes or no) If so, what office appliances should receive special consideration?
- 9 Indicate briefly in what ways, if any, boys and girls in the following positions are usually deficient as to (a) general education and (b) business education:

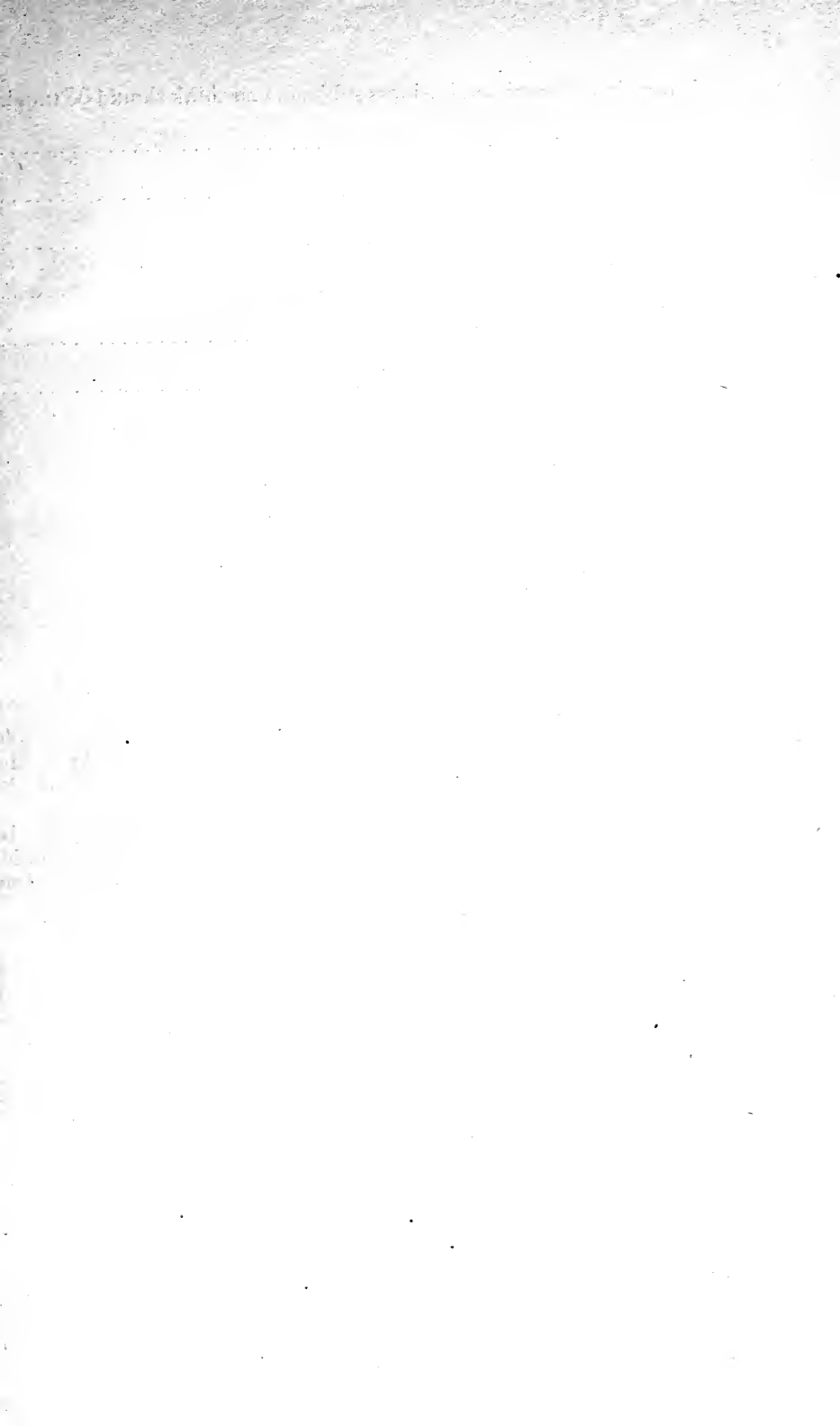


Positions ¹	Minimum Age And Experience Required	General Education	Business Education	Range Of Salaries Paid
1 Messenger				
2 General office clerk				
3 Store cashier				
4 Timekeeper				
5 Shipping clerk				
6 Receiving clerk				
7 Stock clerk				
8 Switchboard operator				
9 File clerk				
10 Mail clerk				
11 Bundle wrapper				
12 Delivery auto or wagon driver				
13 Typist				
14 Stenographer				
15 Dictaphone operator				
16 Bookkeeper				
17 Entry clerk				
18 Ledger clerk				
19 Cost clerk				
20 Billing clerk				
21 Sales clerk (Retail Store)				
22 Bookkeeping machine operator				
23 Calculating machine operator				
24 Duplicating machine operator				
25 Addressing machine operator				
26				
27				
28				
29				
30				

¹Use blank spaces for positions not listed.

²The term "General education" includes the common branches or fundamental subjects, as arithmetic, penmanship, reading, spelling, oral and written English.

³The term "Business education" includes business subjects as bookkeeping, shorthand, typewriting, salesmanship, commercial law, commercial geography.



10 Indicate what general and business subjects you think should be taught.

a Part-time school.....

b All-day school (high).....

c Evening school.....

11 *Method of obtaining employees* (check on list given below):

a Newspaper advertisements

b Employment agencies

c Applying to public schools

d Applying to private business schools

e Applying to other private schools

f

g

(Signed).....

2 The organization chart. An organization chart of the concern should be made in which the sector of positions which are or may be filled by the commercial students in the part-time school is definitely shown and the possible lines of promotion carefully indicated.

3 The occupational analysis. An occupational analysis should then be made of the typical jobs which the organization chart shows that studies should be made of for the purpose of realizing the objectives of part-time instruction.

Below is given a summary of an analysis of a typical job held by minors employed in retail stores, that of an office assistant in a retail store.

ANALYSIS OF THE JOB OF OFFICE ASSISTANT IN A RETAIL STORE

1 General facts concerning the job

a place: general office

b length of learning period: 4 to 6 weeks

c usual length of service: 2 to 3 years

d special health risks: comparatively none

e entrance requirements (not standardized)

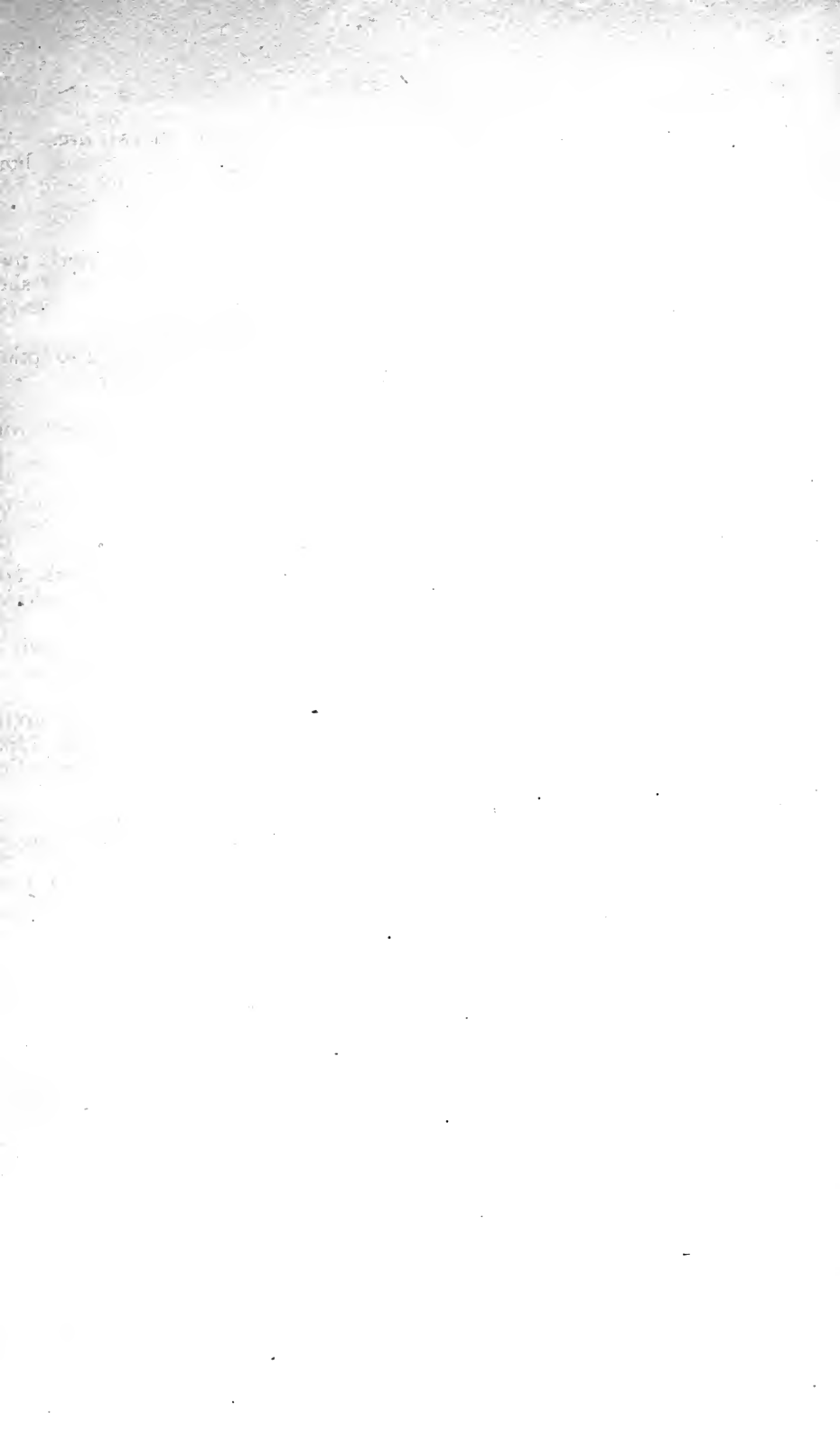
1 age: 15 or older

2 sex: either, preferably female

3 skill: no special skill

4 physical and personal: normal strength, good eyesight, nimble fingers, carefullness, concentration, adaptibility, patience, willingness to co-operate and also to learn

f education: 8th grade or higher



II Duties

a principal

- 1 follow rules and regulations as to time of arrival, dress, disposition of parcels, relief time, shopping time, lunch hour (Required to report one-half hour before general staff and allowed to go home one-half hour earlier.)
- 2 dust desks
- 3 distribute sales books according to department and clerk, putting them in designated place on counter, show cases or shelf and collect sales books used on previous day, placing them in proper order in box: bring them back to general office
- 4 get charges, C. O. Ds. and refunds from main office, also spiked sales slips in cashier's box left over from previous day
- 5 sort charges alphabetically
- 6 take sales books out of box and arrange them in proper order on table, opened at correct date
- 7 check charges with duplicate in sales books
- 8 if charges and books agree, turn charges over to billing clerk, if not, report error to office manager for adjustment
- 9 file any sales slips left over from previous day
- 10 take from filing compartments sales slips of each clerk, add each slip separately, setting down on clerk sheet under clerk's number total amount of her respective sales
- 11 add up index cards in back of each sales book to ascertain if they agree with amount of clerk's sales slips, report any error on index cards
- 12 replace index cards in back of each sales book, being careful to put in right book, if cards are filled insert new cards, filing used cards; pack books in box in proper order for distribution on the following morning
- 13 add sales slips up according to department and place total amount of sales for each department under correct department heading on department sheet
- 14 add entire number of clerks' sales and entire number of department sales on their respective sheets, making the totals balance
- 15 add C. O. Ds to total of each sheet, place amount of refunds on each sheet
- 16 report the amount (same for each sheet) at the main office to ascertain whether it agrees with amount of cash taken in, if not find error and correct it
- 17 tie up sales slips according to department and file; file refunds and C. O. Ds., also charges after they are billed
- 18 enter amount of each clerk's sales in clerk book and amount of department sales in department book
- 19 go to cashier about once every hour to obtain present day sales slips and file according to clerk
- 20 answer the telephone
- 21 relieve cashier
- 22 go to different department heads with mail for signature
- 23 get orders and enclosures to be put with letters
- 24 put up mail

b occasional

- 1 attend cash register any part of the store during sales or holidays

- 2 assist in taking monthly statements off books
- 3 get stationery from stock
- 4 compare bills with billing clerk

III Knowledge required

a regular duties

- 1 store rules, organization, officials
- 2 different departments, their heads, clerks
- 3 order in which departments come in order to facilitate distribution of sales books
- 4 learn the letters used to represent each department and clerks' numbers
- 5 proper manner of checking charges and marking books
- 6 importance of correctly sorting charges
- 7 importance of filing sales slips correctly, according to department and clerk number
- 8 how to add quickly and correctly (use of adding machine and comptometer)
- 9 importance of putting proper card (index) in sales book
- 10 how to make out clerk and department sheets, also to balance them
- 11 importance of keeping each clerk's sales slips separate
- 12 how to file charges, sales, refunds, C. O. Ds.
- 13 how to take care of clerk and department books
- 14 different processes through which sales, charges, refunds, C. O. Ds. pass, and how to follow them in case of error
- 15 to whom to report errors
- 16 how to answer the telephone
- 17 where and how to locate officials
- 18 how to take cars off system, make change accurately, spiking the sales slips, how to send out cars
- 19 different pockets for various denominations of money
- 20 how to tell counterfeit money
- 21 to whom to go for mail, heads of departments etc.
- 22 where to get enclosures for mail
- 23 how to put up mail (parcels post regulations)

b occasional duties

- 1 how to operate a cash register
- 2 how to take monthly balances off books for statements
- 3 where to find stationery in stock
- 4 how to compare bills

c related knowledge

- 1 trade terms
- 2 how to trace lost slips and charges from clerk to ledger
- 3 why she does as she does
- 4 how to read correctly and understand sales, charges, C. O. Ds. and refunds
- 5 names and addresses of charge customers and their credit

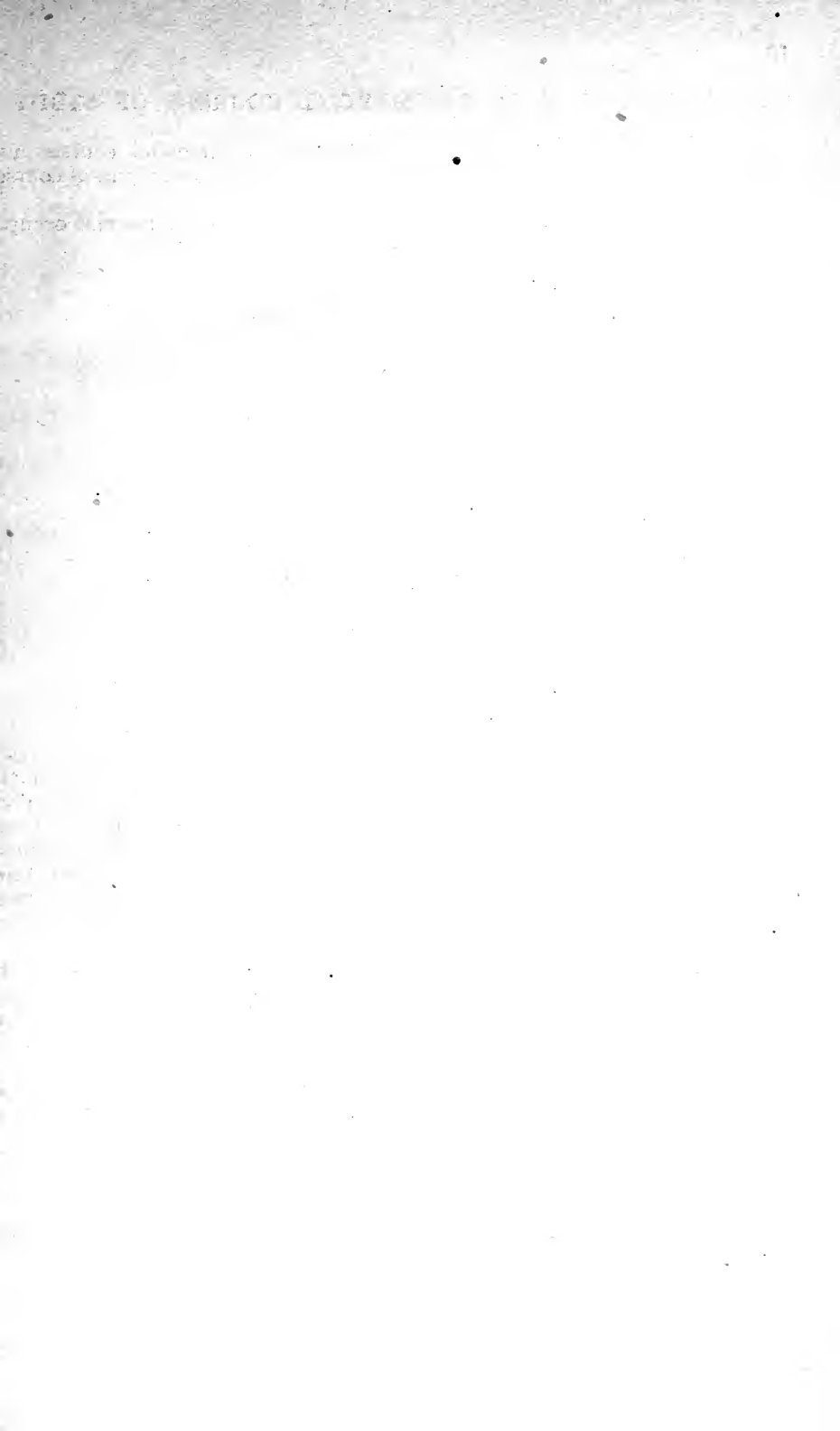
IV Promotional outlets

a billing clerk

b cashier

c clerk of charge accounts

d assistant bookkeeper



5. ORGANIZATION OF COMMERCIAL COURSES OF STUDY

Having set up the objectives for part-time commercial courses and determined the source of instructional material for the setting up of courses of study the next step is to organize such courses.

For convenience in organizing courses of study all commercial occupations of junior grade may be classified in two major groups:

- 1 office positions
- 2 store positions

In the office group is included such positions as:

- 1 messenger
- 2 general clerk
- 3 shipping clerk
- 4 receiving clerk
- 5 stock clerk
- 6 file clerk
- 7 mail clerk
- 8 typist
- 9 billing clerk
- 10 entry clerk
- 11 store cashier

In the store group is included such positions as:

- 1 sales person
- 2 bundle wrapper or inspector
- 3 stock clerk
- 4 stock marker
- 5 messenger

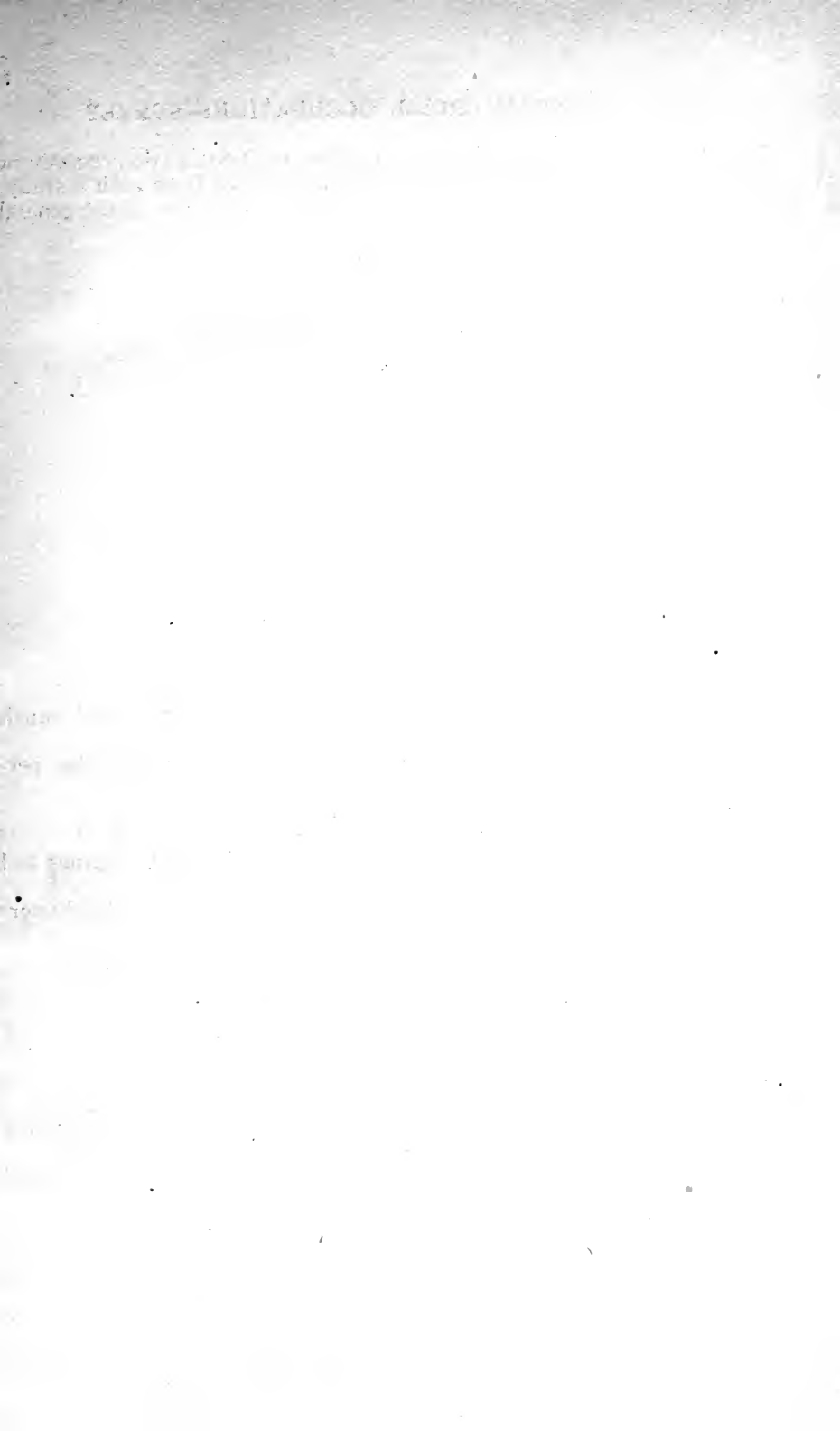
At least two distinct commercial courses should be provided in the part-time school (a) office training and (b) store training, in order that the desire and fitness of the student to enter the office work field, or the merchandising or store end of commercial work, may be determined. These two major courses may be differentiated into as many separate occupational courses as there are occupational class units. But for the purpose of attaining the objectives set up not less than the two mentioned courses must be provided if in the community and in the school are found persons representing these two major occupational groups.

The next step is to work out the teaching content of the courses to be provided. The various occupational analyses and job analyses will show what should be taught in office training and store training courses, or any of the differentiated courses into which these two major groups may be divided.

The teaching content of the courses should be organized in terms of unit lessons and the unit lessons put over by the teacher in one or all of three ways

- a class instruction
- b group instruction
- c individual instruction

The unit instruction sheet should be used as a supplementary teaching device.



6. A TYPE COMMERCIAL OCCUPATIONS SURVEY

For the purpose of illustrating how a commercial occupations survey or study is made, and the results which may be obtained from such a study, there is here presented a study relating to the job of call boy in the general yardmaster's office of a railroad. The study includes:

- 1 an organization chart of the general yardmaster's office
- 2 analysis of the job
- 3 thirty-six unit lessons
- 4 a unit instruction sheet for one of the unit lessons.

Job analysis. Call boy or caller in general yardmaster's office:

I General facts concerning the job

- a* place: general yardmaster's office of railroad company
- b* length of service: six months to one year
- c* length of training period: three to four weeks
- d* special risks: none
- e* entrance requirements
 - age: 16 years or over
 - sex: male
 - skill: none
 - personal: accuracy, courteousness
 - physical: normal, no special requirements
 - education: sixth grade or higher

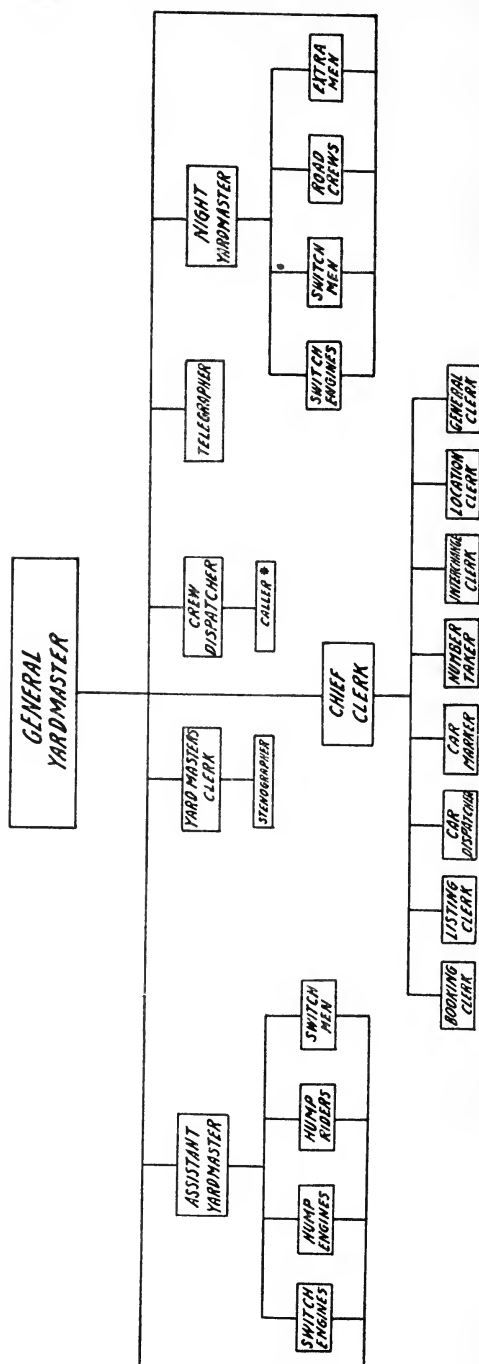
II Duties

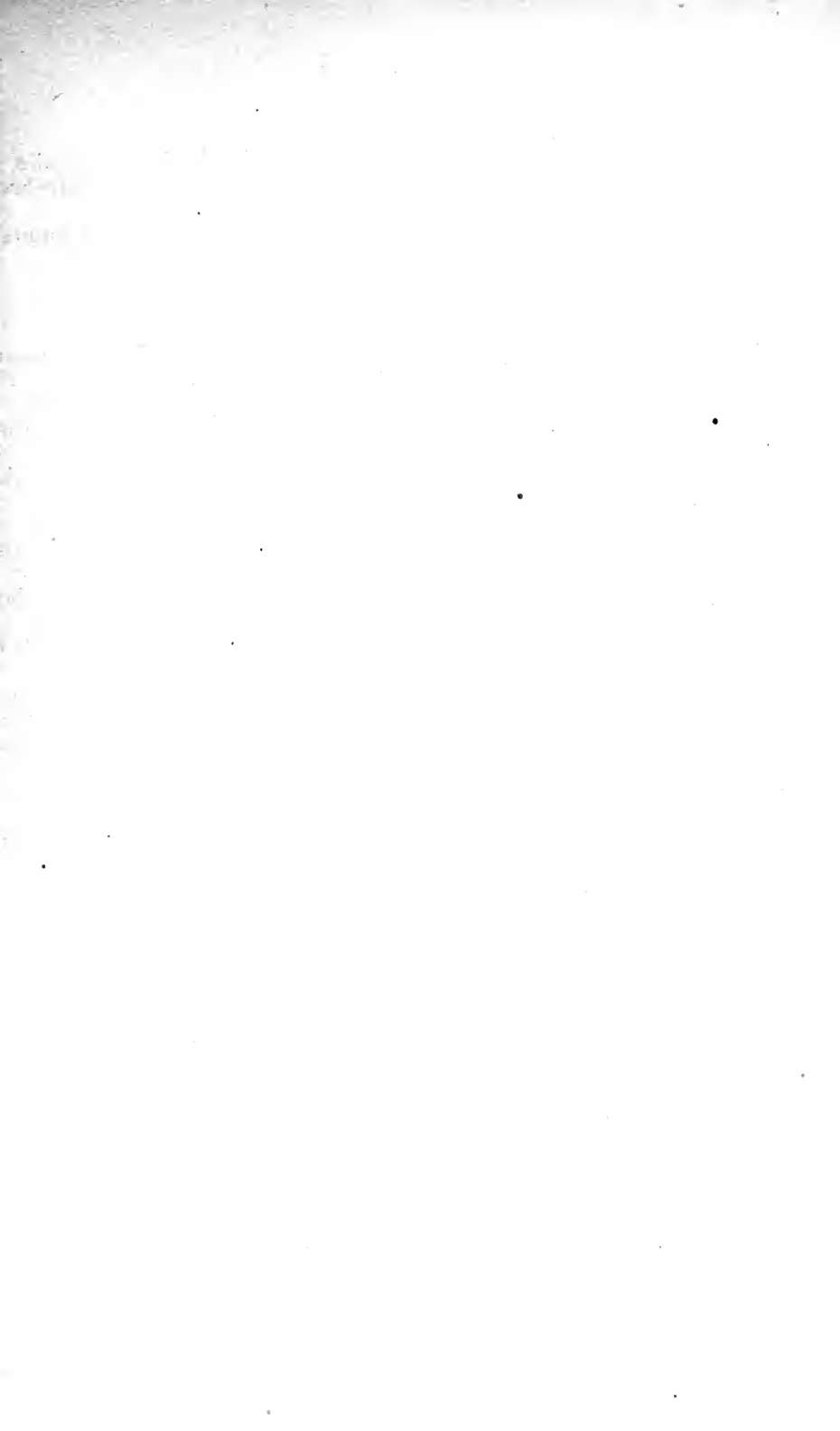
a Regular

- 1 follow office rules and regulations as to time of arrival, lunch period, departure and advice when unable to report
- 2 inform relieving employee of unfinished business or other pertinent facts
- 3 keep desk and supplies in desk in order
- 4 prepare register of crews and trains
- 5 procure information from engine dispatcher as to engines and engine crews assigned to trains
- 6 advise car dispatcher of engines, enginemen and conductors assigned to trains
- 7 call crews for regular trains departing during night hours
- 8 call extra men for vacancies on regular and extra trains
- 9 keep record in book of men called
- 10 maintain "extra board" list of extra men
- 11 furnish standing of extra men when required
- 12 give permission to lay off to men holding positions or on extra board, and make necessary arrangements to fill vacancies
- 13 notify regular crews when trains are annulled or departing time changed
- 14 arrange with general yardmaster, chief train dispatcher and engine dispatcher for turning turnaround crews
- 15 accept displacements and notify men displaced
- 16 keep unauthorized persons out of caller's office
- 17 issue orders on storekeeper to conductors for necessary supplies
- 18 notify men successful in bidding for positions advertised
- 19 secure information as to number of cars repaired during previous twenty-four hours for operation report, due 8 A. M.
- 20 secure information as to engines ready for service and number of cars delivered to connecting lines for operation report



ORGANIZATION CHART
GENERAL YARDMASTERS OFFICE





b Incidental duties

- 1 messenger service
- 2 assist in checking, stocking and the distribution of supplies
- 3 notify lineman in time of service trouble or private telephone troubles
- 4 call livestock caretaker after business hours and on Sunday
- 5 call relief clerks for extra work
- 6 answer city telephone

III Knowledge required

- a* office rules and regulations
- b* that portion of the general operating rules and working agreements that apply to his job
- c* sources from which to obtain information for various purposes
- d* keep in touch generally with the run of business to the end that advice may be given to extra men of probable extra work
- e* to whom to refer questions or disputes and interpretations of rules and working agreements
- f* importance of keeping accurate records
- g* location of various streets in city and approximate location of house numbers
- h* location of homes of men and places frequented by extra men when not on duty
- i* when turnaround crews are registered off duty, ascertain where they lodge so they may be called when needed
- j* number of train; nature and terminal of trains arriving and departing
- k* location of physical characteristics of terminal, various sub-offices, tracks by number or name, designation and various calls on private telephones

IV Promotional outlets

- a* crew dispatcher
- b* yard clerk (various kinds)
- c* chief clerk
- d* assistant yardmaster
- e* general yardmaster

V Teaching content

- a* arithmetic
 - 1 fundamental operations
 - 2 tables, liquid, linear, averdupois, time, weight, dozens
 - 3 how to make requisitions
 - 4 how to compute wages
 - 5 how to keep personal cash account
 - 6 how to calculate mileage from time tables
 - 7 how to compute adjusted tonnage
- b* English
 - 1 use, pronunciation, spelling and meaning of railroad terms (operating department)
 - 2 oral English
 - 3 telegrams
 - 4 reading instructions
 - 5 tone of voice
 - 6 addressing officials and other employees
 - 7 how to talk on the telephone
 - 8 how to receive and deliver messages
 - 9 how to use correct and forceful English



c writing

- 1 figures
- 2 proper names
- 3 carbon copies
- 4 development of legible handwriting

d history and civics

- 1 history of local community
- 2 economic relation to railroad
- 3 current events and their effect on railways
- 4 growth of railroads
- 5 legislative control of railroads
- 6 necessity for regulations in business and civic life
- 7 common duties and obligations of a citizen
- 8 value of cooperation
- 9 use of leisure time

e hygiene

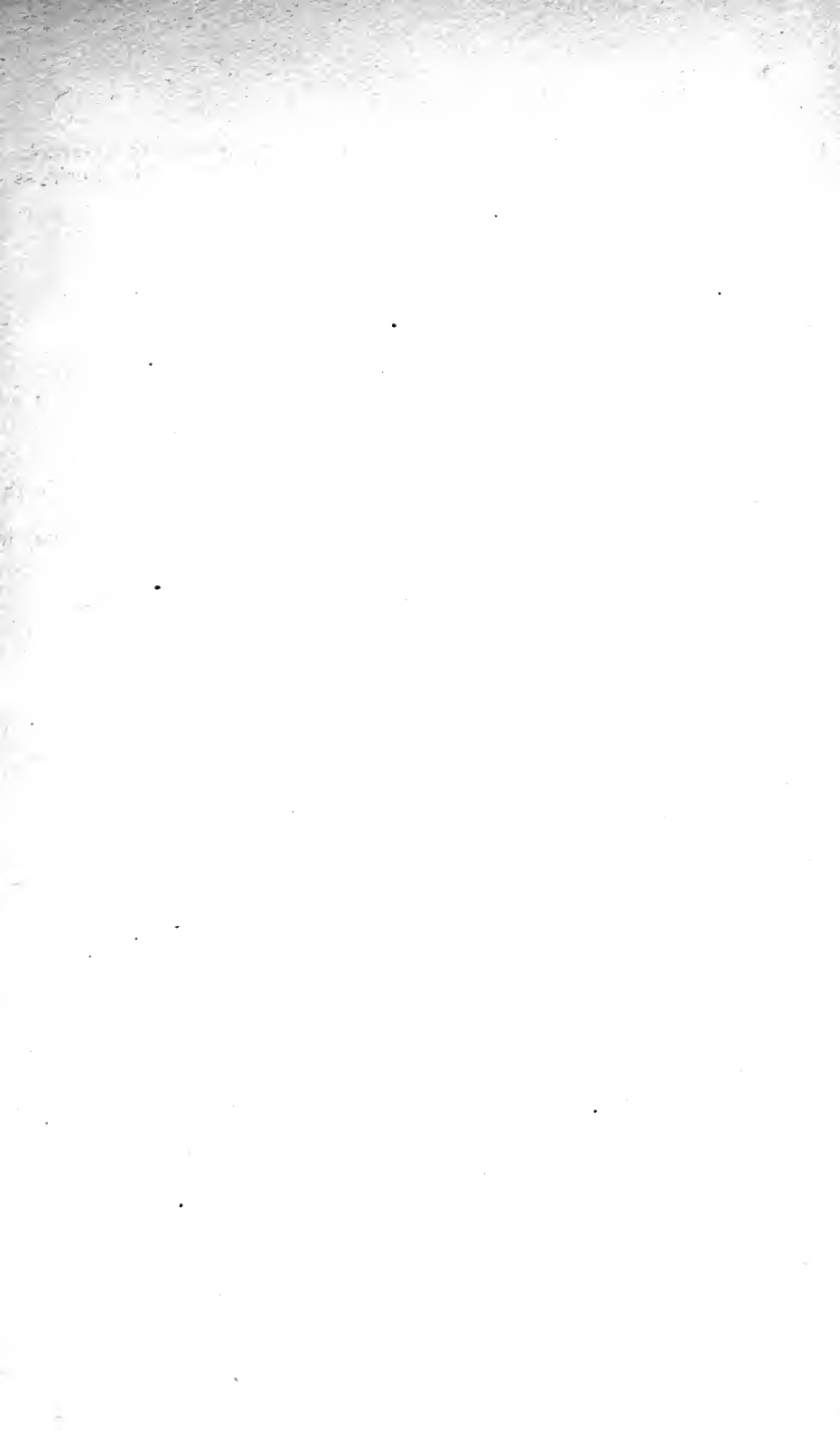
- 1 personal cleanliness (teeth, hair, hands etc.)
- 2 exercise
- 3 eating at lunch period
- 4 ventilation, light, personal habits
- 5 suitable clothing
- 6 value of health

f geography

- 1 location of community, county and state
- 2 rail, water and highway routes serving city
- 3 location of towns on railway
- 4 connecting lines and their location
- 5 articles manufactured and shipped over lines
- 6 sources of raw material shipped
- 7 location of streets in home city

g technical

- 1 railroad organization
- 2 history and traditions of road
- 3 names of officials
- 4 operating rules and working agreements as applied to position of caller
- 5 rules and regulations of office
- 6 necessity of courtesy as basis of success
- 7 how to organize work most efficiently
- 8 care of desk
- 9 how to use various types of telephones
- 10 importance of observation
- 11 handling of mail (railroad and United States)
- 12 how to make the necessary forms
- 13 reason for and use of statistical material
- 14 importance of accuracy in all matters connected with the transportation department
- 15 free transportation for employees (Federal and State laws governing same)
- 16 value of "safety first" propaganda
- 17 how to use books of instruction
- 18 kinds of trains and classes of freight
- 19 adjusted and actual train tonnage. Reasons for tonnage ratings and how determined



- 20 car seal protection; types
- 21 wreck trains
- 22 State and Federal laws governing movement of livestock
- 23 co-operation between railroads in handling the business of the nation
- h* reading material
 - 1 books of rules, operating department
 - 2 railroad economics
 - 3 biographies of pioneer railroad builders
 - 4 Railway Age

Outline of

Thirty six Unit Lessons. Call Boy or Caller

(A course of study for boys employed or desiring to be employed in this special job)

- 1 Courtesy, honesty, neatness, accuracy, punctuality, cheerfulness, industriousness, attentiveness, persistence, safety first
- 2 Ability to execute orders
- 3 Telephone
 - a* use a phone
 - b* finding numbers
 - c* tone of voice
 - d* repetition of messages
- 4 Office rules and arrangement
 - a* rules and regulations as to time of arrival, departure and lunch
 - b* arrangement of supplies etc. in office
- 5 Record work
 - a* forms, spaced columns, proper entries
- 6 Preparation of train register
 - a* list of regular trains
 - b* check of men laying off
 - c* check of rest period
 - d* entries when men lay off
 - e* entries when crew arrives
- 7 How to figure time and prepare requisitions
 - a* hours of service law
 - b* time crew registers for duty
 - c* requisitions
- 8 How to call men
 - a* designation of position, train and time of departure
 - b* necessary entries in caller's book and securing proper signatures
- 9 How to call men
 - a* calling by phone
 - b* arrangement of home calls to best advantage
- 10 Notification to men
 - a* change in departing time or annulment of trains
 - b* when displaced
 - c* successful bidding for positions
 - d* when set back to fireman or trainmen
 - e* reduction in force
 - f* line men



- g* live stock caretaker
- h* extra clerk
- 11 Notification to men continued
- 12 Calling wreck or emergency trains
 - a* train crew
 - b* wrecking crew
 - c* maintenance of way men
 - d* notify department if necessary
 - e* necessity of quick and accurate attention
- 13 Use of time tables
 - a* employees
 - b* passenger department
- 14 Filing — records
 - a* importance of filing
 - b* need for system
 - c* importance and value of records
- 15 Physical characteristics of city
 - a* location of streets
 - b* approximate location of house numbers
 - c* places frequented by men, such as clubs, etc.
- 16 Physical characteristics of terminal functions
 - a* receiving yard, hump office, hump
 - b* classification of yard, cripple and shop yard, transfer and freight house, round house and private telephone lines and stations
- 17 Officials of railroads and their jurisdiction
 - a* general yardmaster, agent, trainmaster, superintendent
 - b* general superintendent, master mechanic, superintendent of motive power, superintendent of transportation, general **manager**
- 18 Relations of transportation department with other departments
 - a* motive department, maintenance of way department
 - b* traffic department, fuel department
 - c* accounting department, car service department
- 19 Relations of transportation with other departments
- 20 Physical characteristics of railroad system
 - a* terminals, home divisions, connecting divisions, system
 - b* principal cities on road, their size and importance
 - c* connections and interchange points
- 21 Nature of traffic moved by railroad
 - a* materials manufactured on line and forwarded
 - b* raw and other materials received
 - c* balance of traffic
 - d* passenger business
- 22 Definitions of railroad phraseology
- 23 Railroad forms
 - a* waybills, loaded, empty, card, memo, revenue
 - b* train lists, train consists, home routes
 - c* booking sheet, location sheets, interchange report
- 24 Operating rules and working agreements and their points pertaining to his job
- 25 Compilation of statistical information
 - a* engines ready for service
 - b* cars delivered to connections

- c* engines and cars assigned to trains
- 26 How to organize work for most efficiency and with least confusion
- 27 Legislation applied to railroads
 - a* hours of service law
 - b* full crew and eight hour law
 - c* live stock laws, State and Federal
 - d* explosives, seals, free transportation
- 28 How trains are made up
 - a* size of engine, tonnage, reason for tonnage rating
 - b* effect of temperature on tonnage
 - c* relation of speed to tonnage
- 29 Beginning and development of railroading
- 30 Beginning and development of railroading, continued
- 31 Freight
 - slow, fast, perishable, livestock, merchandise, company
- 32 Car service
 - a* necessity of prompt movement to avoid congestion and delay
 - b* causes of delay and how to avoid
 - c* demurrage, per diem
- 33 Observation — safety first
- 34 Cooperation with associates as an agency for success and promotion
- 35 Duties and responsibilities of other positions in local organization
- 36 Review.

UNIT INSTRUCTION SHEET

Unit 6

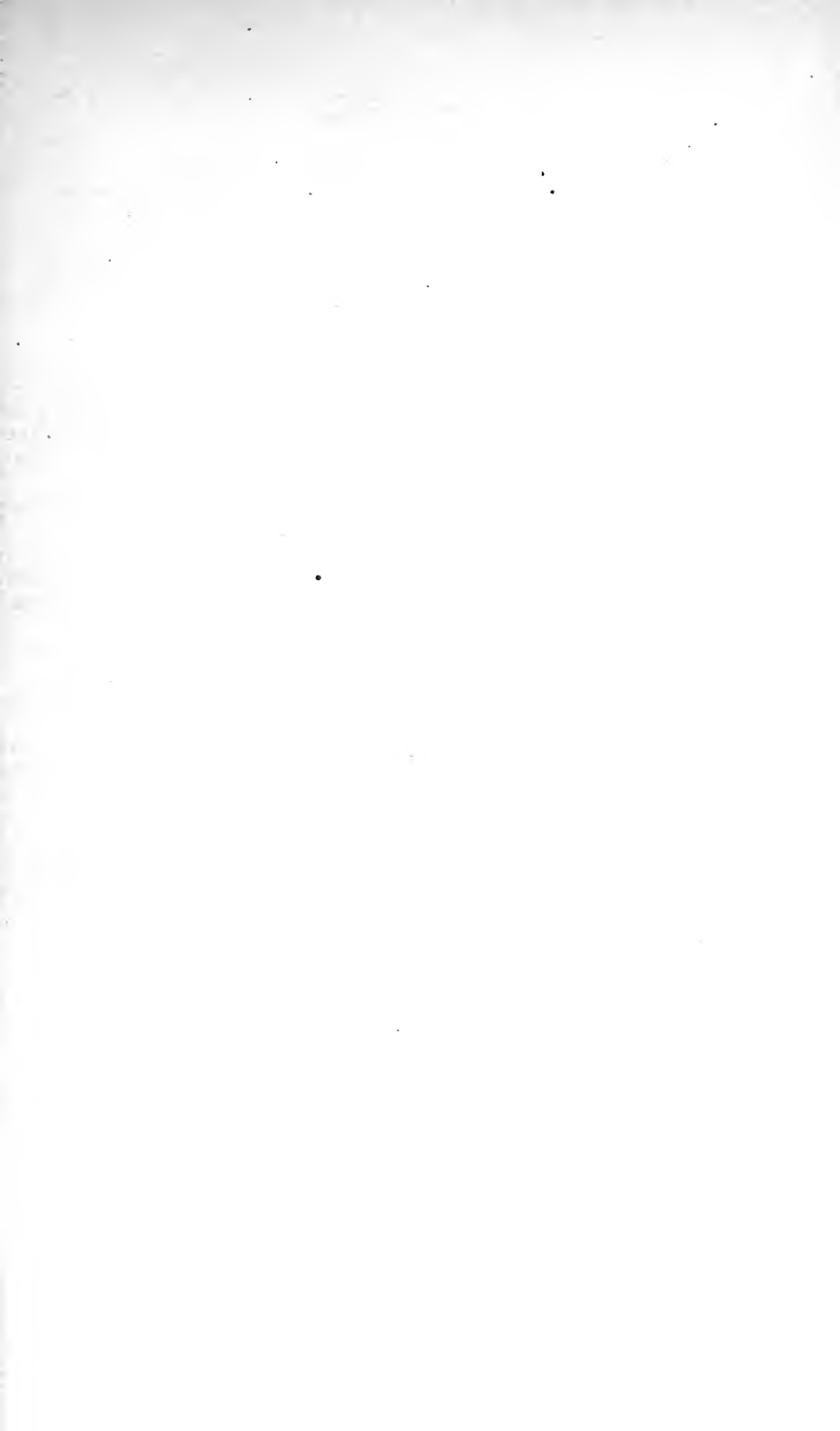
Call Boy or Caller. (General Yard Master's Office)

Job: Preparation of Train Register.

Objective: Making entries on Train Register.

Instructions

- 1 Remove register for the closing day and file in binder.
- 2 Place blank form for new day in holder.
- 3 Fill in headings.
- 4 Transfer to new sheet entries of turnaround crews registered off duty for rest.
- 5 Enter list of extra conductors.
- 6 Prepare list of regular trains for current twenty four hours, noting vacancies by reason of regular men laying off.
- 7 Enter home terminal crews on special work.
- 8 Compile list of extra trainmen.
- 9 Enter list of extra men holding regular positions.
- 10 Show names of men off duty and reasons therefor.



Trade Terms

Place in notebook the meaning of the following terms:

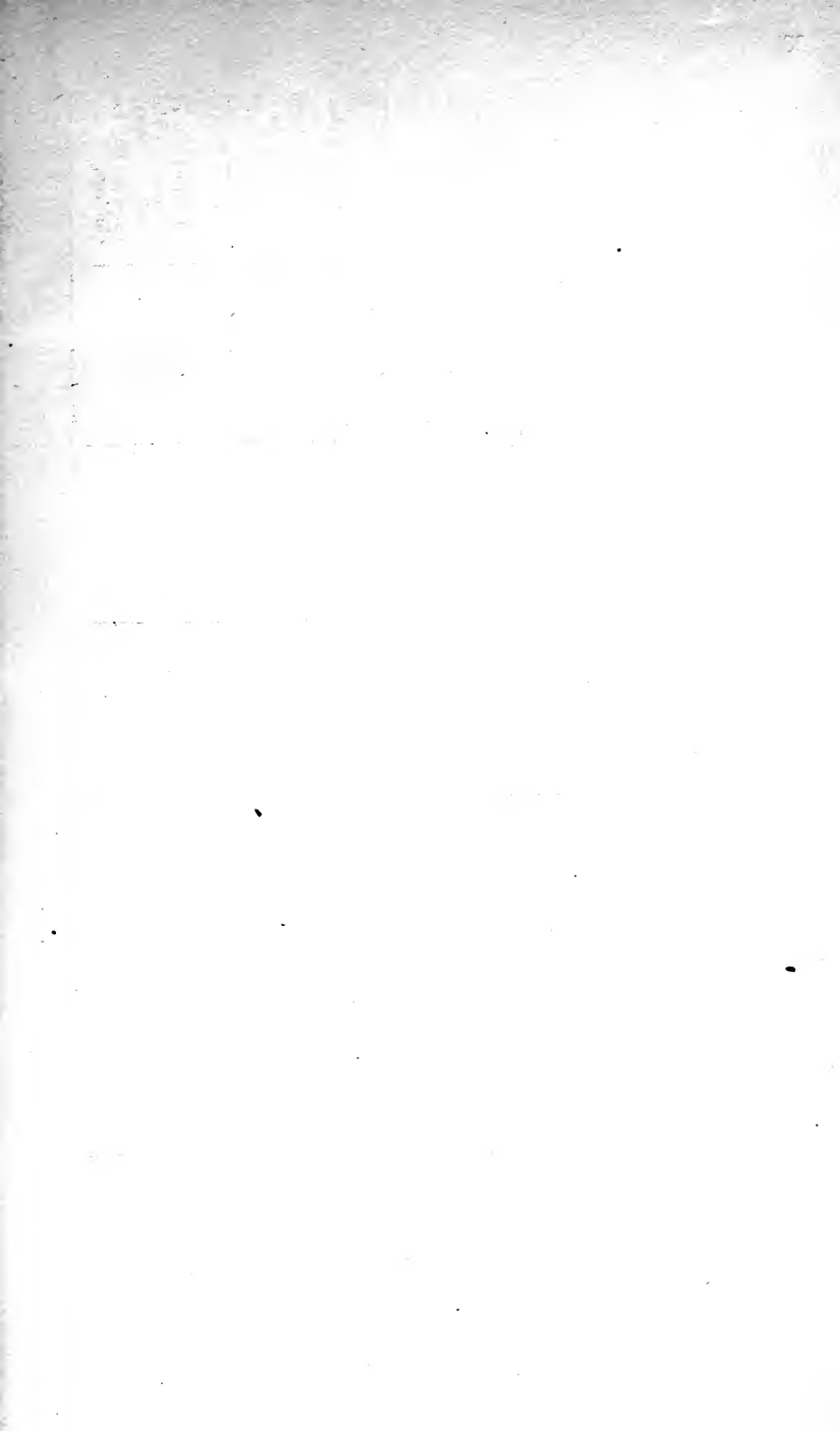
Regular Crew .	Home Terminal
Extra Crew	Timetable
Turnaround Crew	Assignment
Extra men	Displacement
Regular men	Train Register

Problems

- 1 Extra train 5085 arrived from Amsterdam at 1:45 A. M. Engine 600, caboose 560, Conductor Brown, Trainmen Smith, Ames and Green. Off duty 2:00 A. M. Rest up 10 A. M. Called for 10 A. M. Make necessary entries on train register.
- 2 Extra 6053 arrived from Boston and will turn with three hours off duty. Make necessary record.
- 3 Maintenance of way department order work train for construction on duty at 10 A. M. Crew to run to Troy, Engine 650, Cab 700, Conductor Hoffman, Trainmen White, Dolan and Frank. Make necessary record and assign extra men.
- 4 Extra 7018 returning from Amsterdam registered off duty at 8 A. M. Crew consisted of Conductor Smith, Trainmen Burdick, Thomas and Daley. Place men in proper position on conductor's and trainmen's extra lists.
- 5 Trainman Albright holding regular position on Train 2016 lays off duty on account of illness until further notice. Cab 456, Jones Conductor, Trainmen Black, Williams and Wilson. Make necessary entry in off list. Also assign man "first out" to take his position, making necessary notations.
- 6 On account of insufficient number of cars in classification yard, following changes are made in regular crew: train 1008 is annulled, engine 564, cab 460, Conductor Mahar, Trainmen Keefe, Pritchard and Cahill. Train 2607 is set back three hours.
Make necessary record in list of regular trains.

7. SUGGESTIVE COURSES OF STUDY

For the purpose of assisting teachers who are attempting to formulate courses of study there is here presented a number of courses which have been worked out by part-time teachers. The following courses in general elementary business practice and related subjects is now in use in the Albany, N. Y., Part-Time school. They were prepared by Miss Grace A. Wooster and W. Harrison Smith.



COMMERCIAL DEPARTMENT PART-TIME SCHOOL
ALBANY, NEW YORK

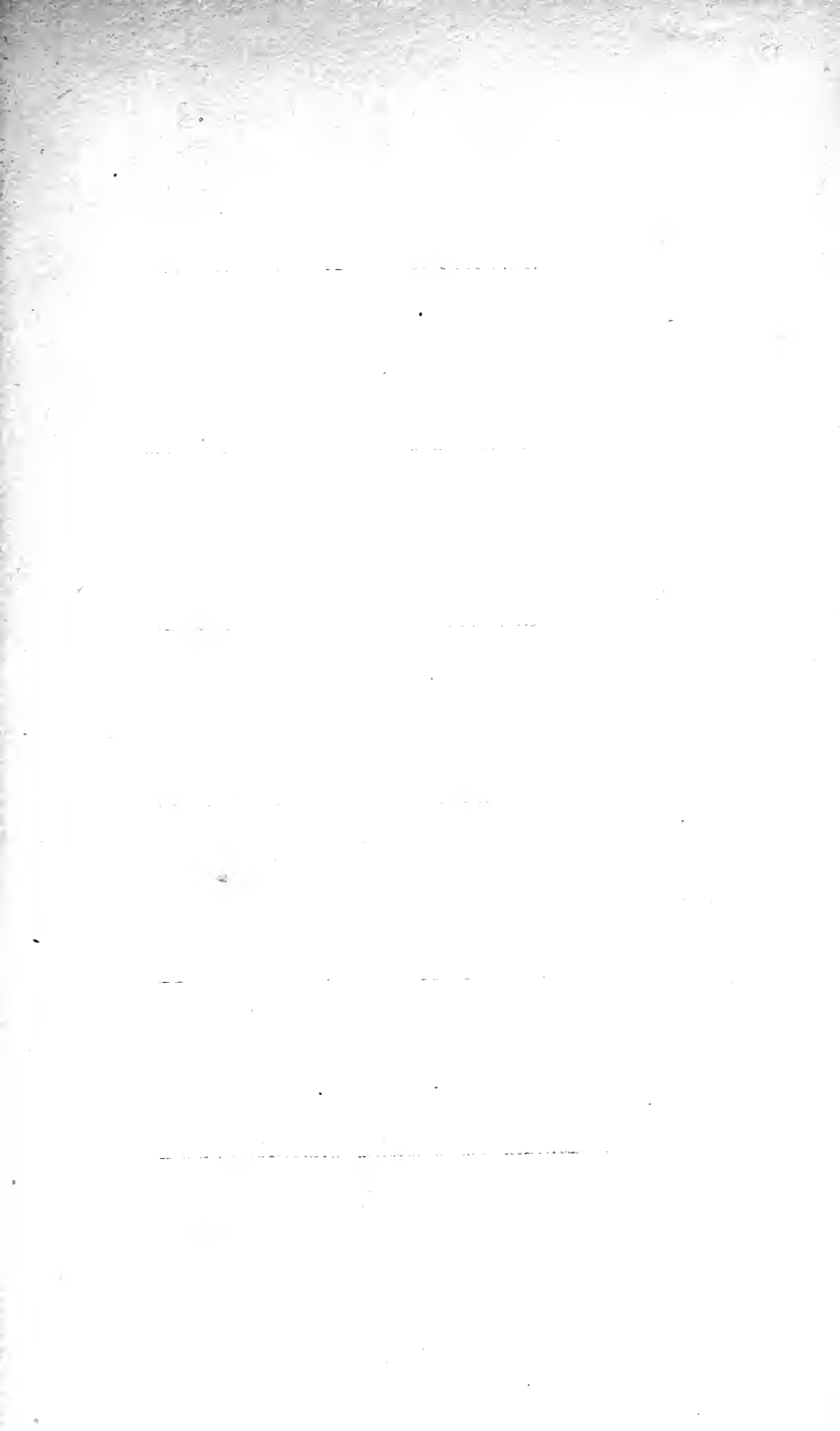
FIRST YEAR COURSE

50 Minutes Vocational Business Prac- tice	50 Minutes Typewriting	40 Minutes English	25 Minutes. Penmanship	25 Minutes Mathematics	20 Minutes Hygiene	30 Minutes Required Sub- jects
Unit No. 1 Discussion of the essential qualifications for a clerical assignment. Pupils to give their own ideas on the subject.	Brief history of the typewriter; importance in the business world.	Spelling. Defining. Sentences. Letters to teacher telling why pupil left school.	Materials. Posture. Position of paper. Specimen.	Addition, vertical, horizontal.	Discussion in re- lation to pupil himself.	Discussion on lo- cation of Albany. The importance of a knowledge of history.
Unit No. 2 Discuss with the class the essential qualifications necessary for a boy or girl to succeed in a com- mercial position.	Study the parts and care of the machine	Letter from each pupil telling about the work in the present position.	Talk on good writing as a bus- iness asset.	Drill in addition and subtraction.	How to start the day's work.	The primary elec- tions. The rea- son for. Who may take part.
Unit No. 3 Position studied—general clerk. Unit lesson on how to handle mail.	Keyboard drills, the guide row. Review parts of the machine.	Oral work. Sentence forma- tion.	Posture. Movement drills.	Rapid work in vertical and hori- zontal addition.	The use of the senses. How to develop them.	Industries of Albany. The family. What parents do for children.

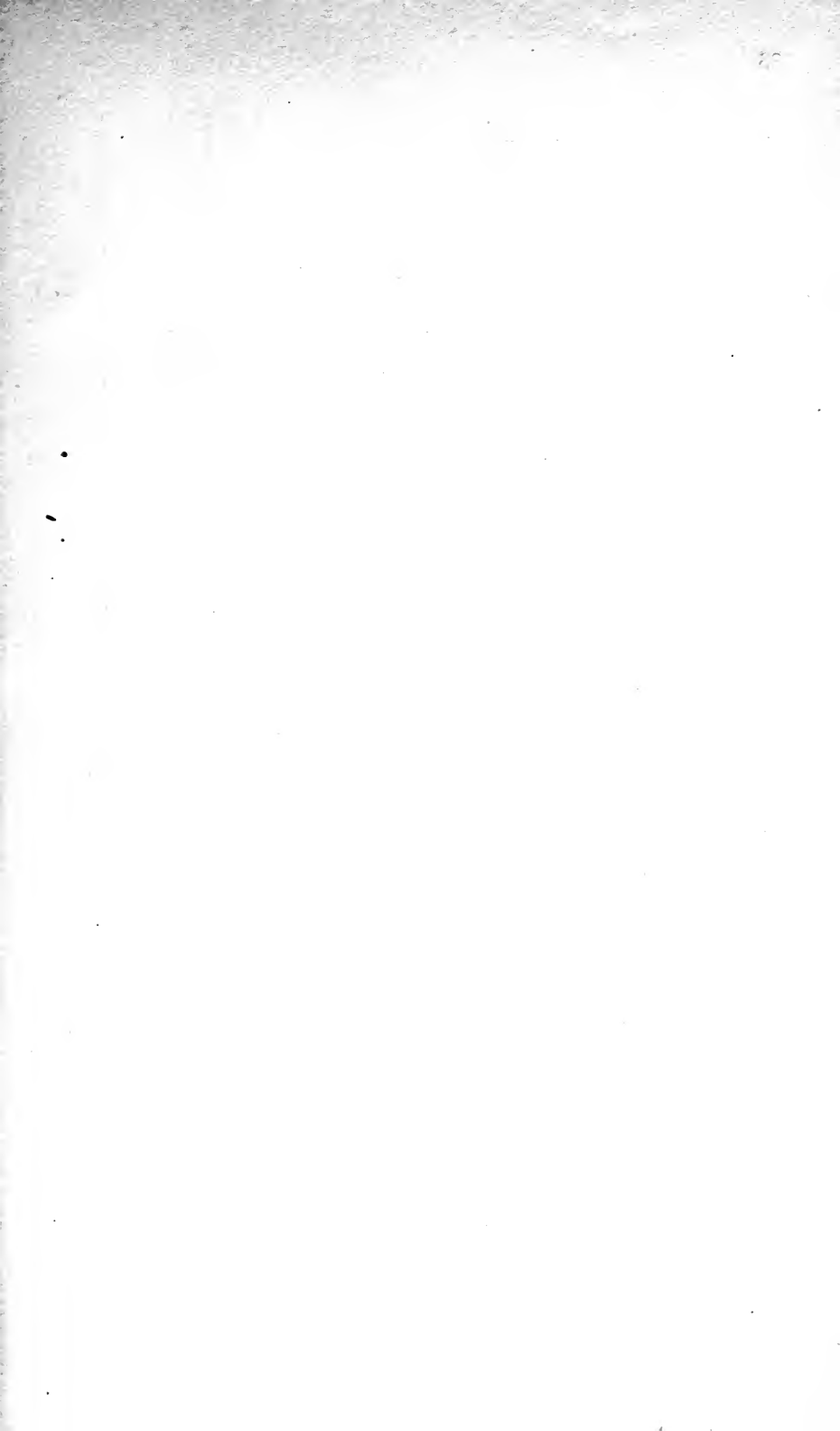
Vocational Business Practice	Typewriting	English	Penmanship	Mathematics	Hygiene	Required Subjects
Unit No. 7 How to meet callers.	Drill on guide keys introducing on the top row. Words of four letters.	Oral drill on words commonly mispronounced.	Drill on letters requiring special attention to form.	Drill on same work as in unit No. 6	The effect of the mind on the health.	Government of self or self control.
Unit No. 8 How to find and give information.	Keyboard drill, simple phrases on guide and top row.	Exercise for enlarging vocabulary. Words placed on board, discussed and used in sentences	Drill on rapid, legible writing from board copy.	Simple examples in division.	The proper care of the eyes. Deep breathing exercises	Local laws.
Unit No. 9 Parcel post, postal money orders, registered and special delivery letters, C. O. D.	Keyboard drill, introducing letters on the lower row.	The harmful effect of the use of slang. A general discussion on good English as a business asset.	Marking packages and writing labels.	Rapid drill in the four fundamental operations. Problems in charges on packages.	Contagious or infectious diseases.	Thrift. Why every citizen should be thrifty.

Vocational Business Practice	Typewriting	English	Penmanship	Mathematics	Hygiene	Required subjects
Unit No. 4 Use of telephone directory, city directory and other reference books.	Drill on guide keys. Introduce simple words of two letters.	Oral English, directing people to different places. General conversation from own experience.	Write from dictation names and addresses of Albany firms.	Rapid drill, horizontal and vertical addition.	How Albany looks after the health of its citizens.	General plan of the streets of Albany and location of buildings.
Unit No. 5 Business organization. Importance of knowing the organization.	Drill on guide keys. Introduce words of three letters.	Oral English on current events.	Write summary of English work, teaching position and letter form.	Same as Unit No. 4	Cigarettes, how they affect young people	The relation between good citizenship and productive employment.
Unit No. 6 The factors which contribute to good telephone service.	Drill on guide keys. Introduce words of four letters.	Pronunciation and clear articulation	Write concise memorandum of telephone conversation.	Rapid drill, subtraction and multiplication.	Voice. How to care for the throat.	Public utilities.

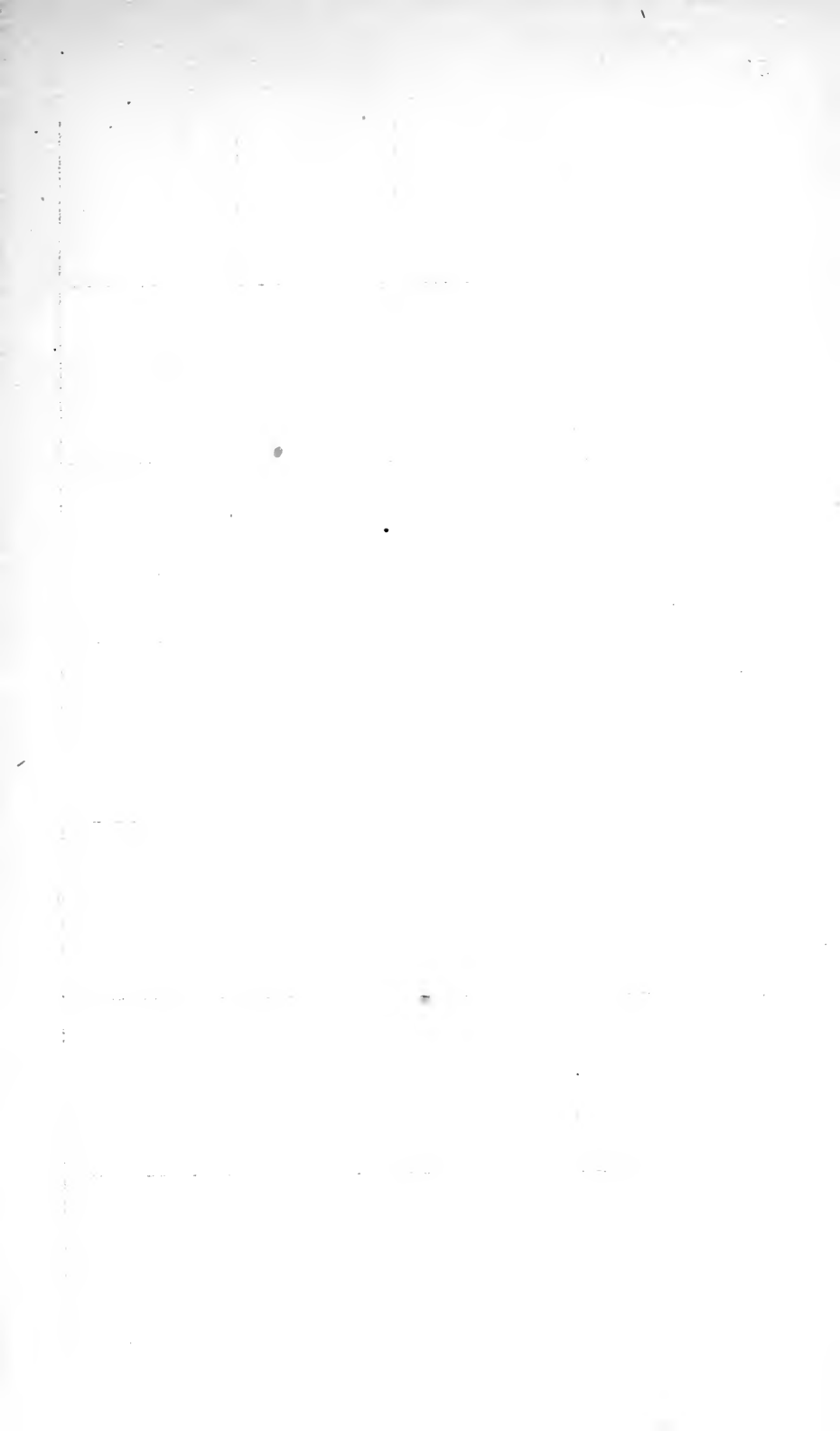
Vocational Business Practice	Typewriting	English	Penmanship	Mathematics	Hygiene	Required subjects
Unit No. 10 How to open and use a bank account	Keyboard drill introducing letters on lower row.	Oral English to aid student to express himself clearly and concisely.	Drill on writing checks, endorsing checks and making out deposit slips.	Simple problems involving the four processes already taken up.	The covering of the body, correct dressing for business.	Savings banks.
Unit No. 11 Making change. Duties of a cashier.	Keyboard drill, simple words introduced.	Oral work. Clear and complete answers to questions. Harm resulting from talking too much.	Drill on figures. Write cashier's check.	Simple problems same as in Unit No. 10.	Care of the hair and nails.	How the city protects its citizens against criminals.
Unit No. 12 Office supplies, how to arrange and care for them.	Keyboard drills introducing simple phrases.	Word building, increasing vocabulary.	Drill on writing requisitions for office supplies.	Drill on how to check answers.	Skin diseases. Wounds of the skin.	How each citizen can help to make a better city.



Vocational Business Practice	Typewriting	English	Penmanship	Mathematics	Hygiene	Required Subjects
Unit No. 13 System and its importance in business.	General review of the keyboard.	Giving and receiving directions and making simple reports.	Rapid drill on small neat figures.	Simple fractions. Addition of fractions.	The value of good and systematic habits of health.	How the affairs of the city are managed.
Unit No. 14 The switch board, how to operate.	Alphabetic drill insisting on rhythm and staccato touch.	Voice training and the importance of correct wording.	Alphabetic drill on small letters.	Subtraction of simple fractions.	The air passages of the nose, throat and lungs.	Show the value of civic organizations to the community.
Unit No. 15 Duplicating machines, the mimeograph and others.	Alphabetic sentences for rhythm.	The use of the comma.	Drill on capital letters.	Multiplication of simple fractions.	Necessity of pure air.	The need of the street department and the need of help on the part of the citizens.



Vocational Business Practice	Typewriting	English	Penmanship	Mathematics	Hygiene	Required Subjects
Unit No. 16 Checking The importance of knowing how	Alphabetic sentences for rhythm	The use of the colon and semicolon	Drill on writing salutations	Division of simple fractions	The use of foods as related to the composition of the body	The financial management of the city
Unit No. 17 Billing Making out bills	Drill on words	How to form and show the possessive	Drill on writing bills and receipts	Problems in billing using simple fractions	Proper conditions for the lunch period	Taxes
Unit No. 18 The use of the window envelope	Drill on words, phrases and sentences	The period, dash and capitals	Drill on copying paragraph from the board	Simple problems in fractions	Information about proper working conditions	City Government



Vocational Business Practice	Typewriting	English	Penmanship	Mathematics	Hygiene	Required Subjects
N. 19. How to execute orders. Accuracy, promptness routine and special.	Drill on words, phrases and sentences	Quotation marks, how used	Drill on copying paragraph from board	Problems in cancellation. Show how it is a short way to solve many problems	Show the relation of municipal agencies	State Government
No. 20. Inventory, importance of and how taken.	Teach five steps for use of shift key	Punctuation General oral review of punctuation	Rapid drill on figures	Decimal fractions, how to read and write them	To point out and warn against unhygienic habits	Comparison of State and National Government
No. 21. Telegrams and night letters.	Drill on use of shift key	Review nouns, common and proper. How to form plurals of nouns ending in o-y-f-on	Drill on writing pay roll	Simple problems in computing pay rolls.	Careless and unsafe habits	Playgrounds and parks

Vocational Business Practice	Typewriting	English	Penmanship	Mathematics	Hygiene	Required Subjects
No. 22. Use of cash register How to roll coins	Write capital letters for all keys, then write whole alphabet in groups of three, e. g., A a A	Plurals of letters, figures and symbols	Drill on commercial abbreviations	United States money	Study common diseases in connection with work of local board of health	Titles, names and duties of the national executive officers
No. 23. Pay roll	Take up most frequent occurring words, drill on writing them	Oral English, how to phone the bank the amount and denominations needed for the pay roll	Drill on writing pay roll	Simple problems in computing pay rolls	First aid to the injured	Study the different agencies which enable citizens to better their condition in life
No. 24. Time clock, its use and how to care for it	Drill on writing the months of the year	Pronouns, their use in general	Pen drill on writing the months of the year and abbreviations	Problems in figuring wages by cancellation	Treatment of cuts and wounds	Laws intended to make better working conditions for the worker

Vocational Business Practice	Typewriting	English	Penmanship	Mathematics	Hygiene	Required Subjects
No. 25 The use of carbon paper	Drill on writing the days of the week and abbreviations	The use of pronouns in different cases	Drill on writing from dictation for legibility and speed	How to use aliquot parts	Treatment of burns	Playgrounds and parks
No. 26 Railroad service Time-tables Baggage service Pullman service Securing reservations	Present period and colon Drill on salutations for use of colon	Write a letter for Pullman reservation	Write from dictation selected list of important railroads in the United States	Drill on aliquot parts	How to bandage different kinds of wounds	How the government regulates transportation rates and why
No. 27 Checks, how to write; their use Filling in stubs and keeping check book	Drill on complimentary closings for use of comma	Troublesome verbs, such as lie, lay; rise, rose; sit, set.	Drill on writing checks	Aliquot parts, continued use in problems	The importance of correct posture at all times	Talk on the law governing the use of commercial papers

Vocational Business Practice	Typewriting	English	Penmanship	Mathematics	Hygiene	Required Subjects
No. 28 Drafts, their purpose and how used	Drill on writing names of firms	Distinguish between adjectives and adverbs	Drill on word list, timed by teacher for speed and legibility	Simple problems in percentage	Deep breathing of pure air	Why prices increased during the World War
No. 29 Notes and trade acceptances	Review parts, and teach care of machine	Drill on words which resemble each other, as their, there; council, counsel; affect, effect	Drill on writing notes	How to figure interest	How to treat a fainting person	War tax, the reason for
No. 30 Personal cash account	Practice on general matter for accuracy	Words often misused, as bring, take; carry, fetch; like, as; may, can	Drill on writing fractions	Simple problems in interest	How to get the most out of recreation hours	The mint and treasury of the United States

Vocational Business Practice	Typewriting	English	Penmanship	Mathematics	Hygiene	Required Subjects
No. 31 How to close a cash account	Drill on figures	The use of shall and will, would and should	Write sentence work from dictation	Drill on trade discount	Quarantine, importance, by whom it is done	The relation which should exist between capitalist and labor
No. 32 Meaning of debit and credit	Take up shifting for upper case characters	Friendly letters, subject to be chosen by the pupil	Drill on writing figures	Merchandise discount	The danger of common drinking cups and roller towels	History of our national flag
No. 33 Record keeping, way in which records are kept, tickler	Drill on combination of letters and figures for correct fingering	Parts of a business letter	Drill in writing larger headings	Simple problems on life insurance	Talk on health and life insurance	The administration of justice



Vocational Business Practice	Typewriting	English	Penmanship	Mathematics	Hygiene	Required Subjects
No. 34 Alphabet and card lettering	Teach correct spacing before and after punctuation	Letter of application, general discussion of what it should contain	Drill on lettering	How to make a personal budget	Common dangers the public may come in contact with	The necessity of government
No. 35 Alphabetical filing	Review keyboard to develop familiarity with keys and to develop finger facility	Write a letter of application	Drill on writing the alphabet	How to figure interest on bank account	Sanitary disposal of waste	Duties which a resident owes the neighborhood in which he lives
No. 36 Vertical filing	General matter for accuracy	Write a letter ordering goods	Drill on writing firm names and addresses	Simple problems in percentage	Review the various health means by which the individual is protected	The purpose and function of political parties

RETAIL TRAINING

The following course in retail training is now in use in the Schenectady, N. Y., Part-time School.

A Course of Study in Retail Selling

Lesson 1 Retail Selling

- a* development of the modern store and salesmanship
- b* discussion of position held by each pupil and the exact duties of the position
- c* chances for advancement

Auxiliary information

names of articles sold at various counters at which girls are employed

Lesson 2 Responsibility of position of sales person

- a* take place of firm in meeting customers
- b* maintain reputation of store
- c* set standards of service for new sales persons
- d* build reputation of store by honest representation of merchandise
- e* maintain the dignity of a sales person

Auxiliary information

names of streets in the city

Lesson 3 Courtesy

- a* character and manners are expression of courtesy
- b* several kinds of smiles used by the sales person; the one the sales person should always possess
- c* self-control
- d* self-consciousness
- e* how to say "Thank you"
- f* acts of discourtesy to be avoided
- g* why courtesy pays

Auxiliary information

use of city map to locate streets in order to direct customers

Lesson 4 Initiative and tact

- a* meaning and importance
- b* how to develop
- c* ways in which to use tact
- d* danger of tactless remarks and effect on salesmanship
- e* have pupils give examples of tact from their own experiences

Auxiliary information

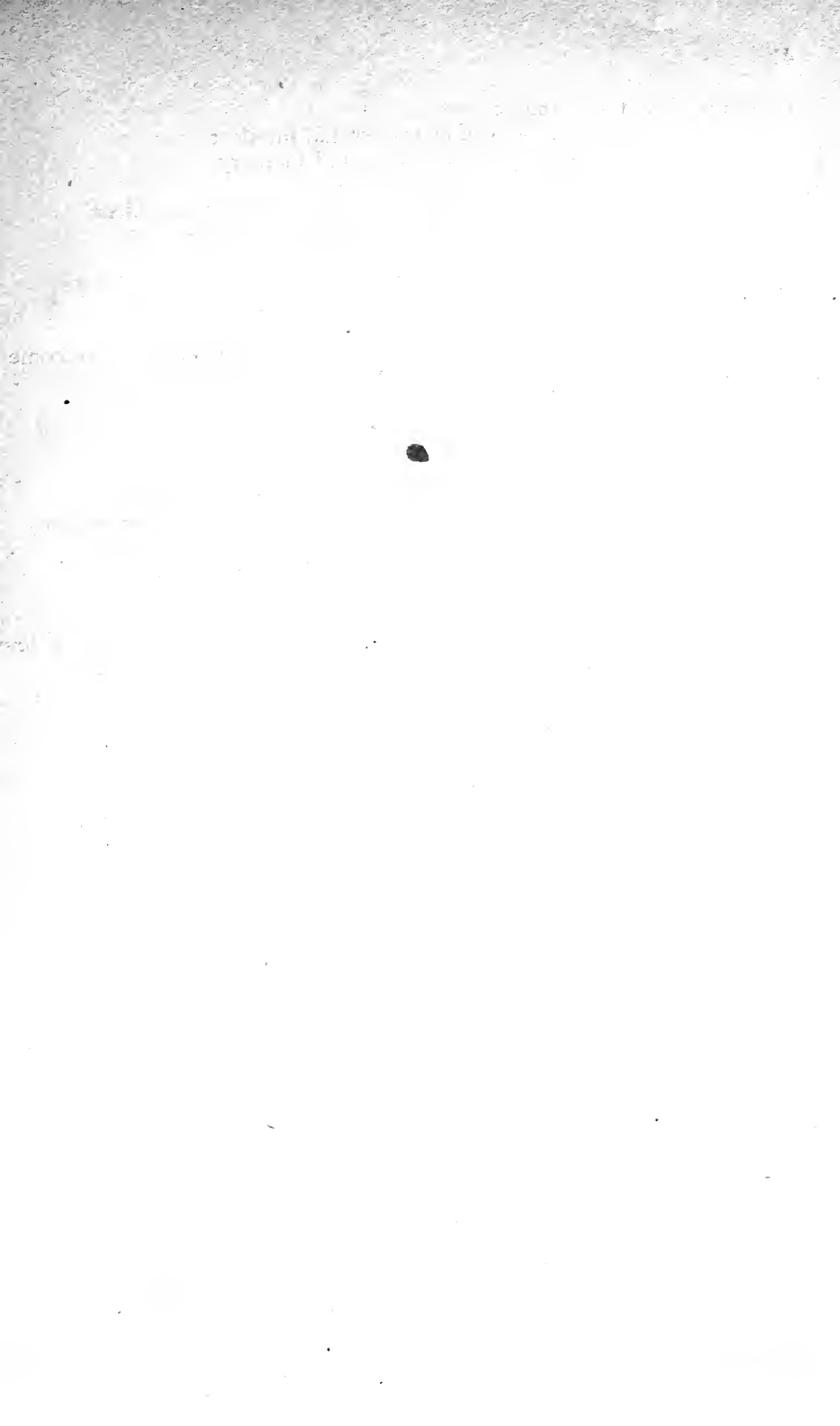
use of city map to find location of business centers

Lesson 5 Speech and voice

- a* importance of pleasing voice and right use of it; practice speaking with moderate tone
- b* how a good selling voice may be trained
- c* importance of a good vocabulary
- d* why is it necessary to be a good listener

Auxiliary information

use of city map for railway routes



Lesson 6 Self development

- a* development of character and intellect
- b* necessity of observation and memory
 - 1 interest and attention
 - 2 try to remember customers names and faces
- c* the ways of remembering names and faces

Auxiliary information

directing customers by railway to different streets

Lesson 7 Mental factors

- a* cultivate friendly relations with customers; overcome shyness
- b* have confidence
 - believe in store
 - believe in goods
 - believe in self
- c* concentration, enthusiasm, loyalty, imagination
- d* how to develop imagination, constructive power, memory

Auxiliary information

- a* location of important manufacturing centers
- b* reasons for the location

Lesson 8 Talks by a retail merchant on topics considered in the first seven lessons

Lesson 9 Service

- a* how to greet customers
- b* true description of goods
- c* knowledge of goods
- d* study of service features attracting customers
- e* waiting for change
- f* be sure name and address is correct
- g* packing and wrapping
- h* delivery

Auxiliary information

study of local manufacturers
raw materials
manufactured products

Lesson 10 Knowledge of goods—cotton

- a* plant, part used, where grown
- b* manufacturing of cotton goods
- c* cotton goods mercerized
- d* properties of cotton
 - 1 burns easily
 - 2 absorbs water slowly
 - 3 creases easily
 - 4 soils readily
 - 5 shrinks
 - 6 better conductor of heat than wool or silk
 - 7 less elastic

Lesson 11 Talk by local merchant or manufacturer on the manufacture of cotton goods

Lesson 12 Silk culture

- a* where first used and how spread
- b* countries leading in production of raw silk
- c* silk worm; 30 meals each day
- d* cocoon and chrysalis
- e* requisites of good silk
- f* properties of silk
 - 1 lasts for years
 - 2 strength
 - 3 sheds dust
 - 4 gloss destroyed by careless washing
 - 5 easily scorched

Auxiliary information

location of important wholesale houses and reasons

Lesson 13 Linen

- a* countries producing, conditions, climate
- b* properties
 - 1 water evaporates quickly and makes it cool next to the skin
 - 2 washes well
 - 3 air penetrates better than cotton
 - 4 strong
 - 5 luster very high
 - 6 does not dye well
 - 7 less flexible

Auxiliary information

have the class make a list from memory of the different materials from which merchandise is made

Lesson 14 Moving pictures from General Electric Company

Lesson 15 Tests for textile fabrics

- a* tearing test
- b* burning test
- c* sizing test

Information about laundering

- a* soaps
- b* sunlight
- c* rubbing
- d* changes in temperature
- e* kinds of weaving, as plain, diagonal, cassimere, wide wale, satin

Lesson 16 General knowledge

- a* knowledge of goods by different names
- b* location of stock and contents
 - 1 what lines sell best
 - 2 sizes, colors and styles called for and not in store
 - 3 how long articles have been in stock
 - 4 use of utility articles
 - 5 competing goods
 - 6 colors

Auxiliary information

how store compare with competing stores



Lesson 17 Study of the customer

- a* why customers are lost
- b* methods of pleasing customers
- c* how to dismiss customers
- d* effect of contradiction
- e* store attitude toward customers
- f* how to handle the looker on
- g* how to direct customers
- h* tactfulness with careless customers

Auxiliary information

transportation affecting price reasons

Lesson 18 Telephone

- a* importance of telephone sales
- b* how to handle a call
- c* securing name and address of caller
- d* example of good telephone service
- e* the delivery service
- f* speak into the 'phone

Auxiliary information

charge accounts

Lesson 19 Wool

- a* why a knowledge of wool is necessary to successful selling
- b* sources of supply
- c* the sheep and other wool bearing animals as camel, goat, llama, vicuna
- d* discussion of experience in washing goods
- e* rules for washing

Auxiliary information

discussion of winter fabrics for winter styles

Lesson 20 Mental stages of a sale

- a* attention
 - 1 advertising
 - 2 display
- b* interest
- c* desire to possess
- d* closing the sale

Auxiliary information

how many trains enter and leave the city

Lesson 21 Selling points

- a* analysis of goods
- b* suiting argument to customer
- c* expressed in words easily understood
- d* appeal to motive of profit
 - 1 pleasure
 - 2 comfort
 - 3 convenience
 - 4 vanity
 - 5 style
- e* display

f careful demonstration
 Auxiliary information
 ways of advertising

Lesson 22 Exchange of goods

- a* abuse of exchange privilege
- b* regulation of exchange privilege
 - 1 non-returnable goods
 - 2 returnable goods
 - 3 conditions
 - 4 gifts
 - 5 unjust demands
- c* losses due to exchange
- d* do not urge customers to take goods on approval
- e* effect of courteous exchange
- f* handling of returned goods

Lesson 23 Talk by a buyer

Lesson 24 Mail order business

- a* mail order houses
- b* mail order sections of local stores
- c* duties and responsibilities of mail order shopper

Auxiliary information

the producing markets as London, Rome, Florence,
 Yokohama, Paris

Lesson 25 Ten laws of personality

- a* self-mastery
- b* self-reliance
- c* reliability
- d* good sportsmanship
- e* duty
- f* good workmanship
- g* team work
- h* kindness
- i* loyalty

Auxiliary information

- a* suggestions for graduation gifts
- b* demonstration sale

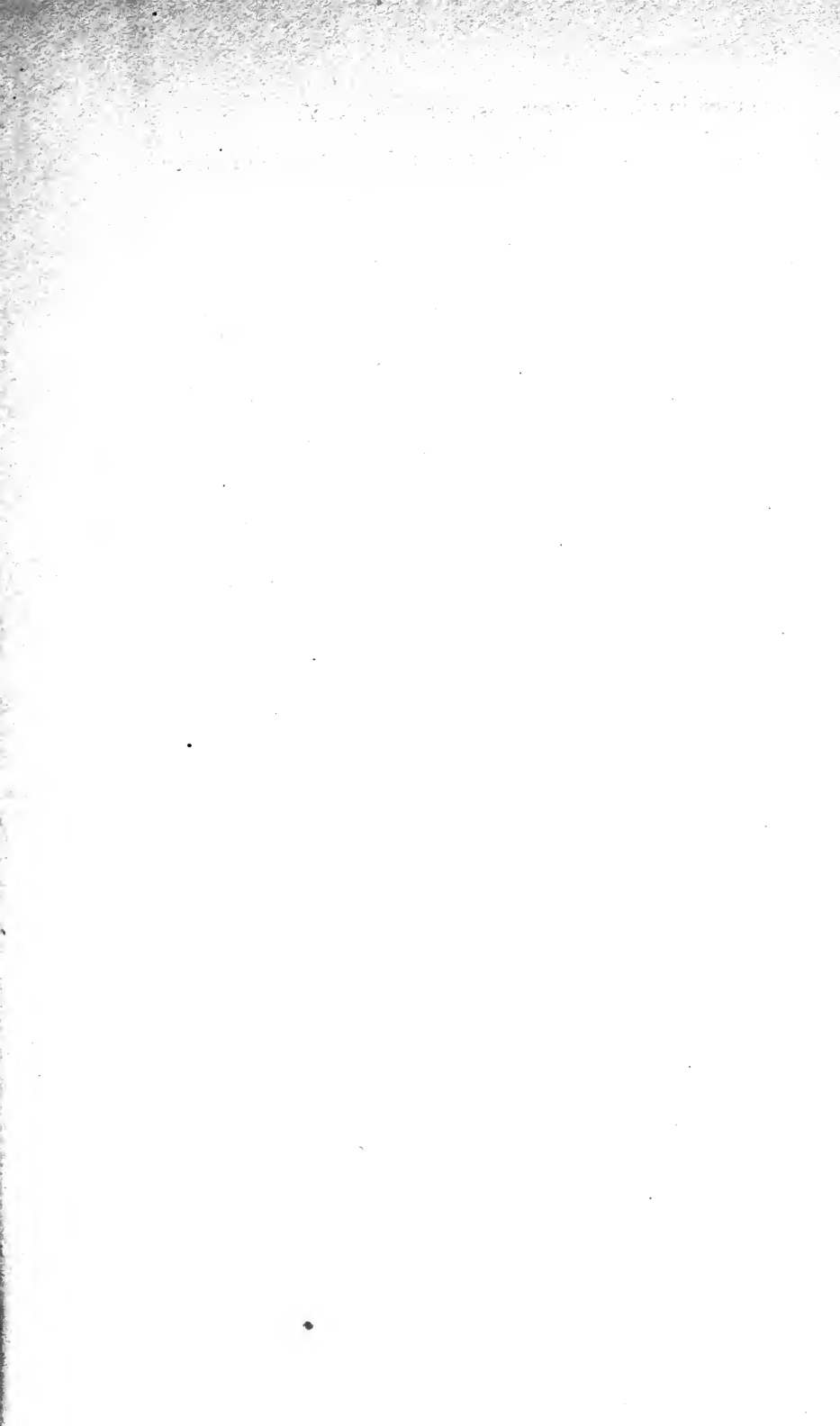
Lesson 26 Talk by a retail store executive on topics covered in previous lessons

Lesson 27 Discussion or debate on a subject such as, "Do charge accounts do more good than evil?"

Lesson 28 Review of qualifications necessary for successful selling. Discussion of experience of pupils in stores.

COURSES OF STUDY IN BUSINESS OFFICE PRACTICE

The two following courses in general elementary business office practice



are used in part time schools, Syracuse, N. Y.

Course of Study in First Year Business Office Practice.

Lesson 1 "Look well, act well, be well."

a look well

- 1 cleanliness
- 2 care of hair, face, nails
- 3 choice of clothes
- 4 value of good personal appearance

b act well

- 1 how to speak
- 2 how to stand
- 3 how to sit
- 4 importance of businesslike, pleasing manner

c be well

- 1 proper food, rest, exercise
- 2 what it means to your employer and yourself

Lesson 2 Making folders

a folding paper

b cutting tab

c lettering name

Exercise in making folder for filing work

Lesson 3 Indexing

a purpose

b directory arrangement

Exercise: from given list of 20 local firms, make out cards in directory form and arrange cards alphabetically (directory arrangement)

Lesson 4 Directory

a purpose

b use of index

c information to be found

Exercise: practice in use of various divisions of directory

Lesson 5 General city plan

a divisions dividing city into North, South, East and West sections

b how streets are numbered

c Main business street? Nature of business? Why?

Lesson 6 Factors contributing to good telephone service

a promptness

c courtesy

b tone of voice

d English

Exercise: give examples of courteous answers to such calls as: May I speak with Mr. Brown? Is this the white goods department? (wrongly connected with white department).

Lesson 7 How to use telephone

a names of parts of telephone



- b* position at telephone
- c* how to find number
- d* how to call number
- e* what to do when "cut off"

Exercise: practice in finding and calling numbers, also, delivering message. (if telephone is not available, toy telephones may be used)

Lesson 8 Location of prominent public buildings

- a* government buildings
- b* educational "
- c* office "
- d* newspaper "

Exercise: practice in directing to particular building from school

Lesson 9 How to take care of callers

- a* how to greet caller
- b* information to be obtained from caller
- c* importance of remembering names and faces
- d* courtesy to be shown caller
- e* form for information desk record

Exercise: have one pupil take part of information desk clerk others act as callers

Lesson 10-11 Filing

- a* what to file
 - 1 correspondence
 - 2 receipts
 - 3 miscellaneous records
- b* where to file

1 spindle	3 Shannon
2 box	4 vertical
- c* how to file
 - 1 alphabetically (only method taught)
 - 2 numerically
 - 3 geographically

Exercise: practice in filing and finding correspondence and records

Lesson 12 Prominent business streets within one-half mile circle

- a* location
- b* nature of business transacted

Exercise: locating important business establishments on above streets

Lesson 13 business qualifications

- a* what they are: honesty, courtesy, clean personal habits, industry, promptness, thoughtfulness, enthusiasm, initiative, loyalty, ambition, dependability
- b* discussion of each characteristic
- c* call attention to lack of above qualifications in previous work of pupil—watch future lessons for improvement

- Lesson 14 How to fold a letter properly, address and stamp envelop for mailing
- a* how to fold letter (various size envelopes)
 - b* how to insert letter
 - c* how to address envelope
 - 1 three-line address; four-line address
 - 2 indented and block form
 - d* return address
 - e* where to write—Personal—Please Forward—Box 71
- Exercise: fold letters for various size envelopes, put into envelopes, address and affix stamps
- Lesson 15 Mail
- a* classification
 - b* rates on first, second and third classes
- Exercise: weighing and determining cost of mailing letters, newspapers, booklets
- Lesson 16 Registered mail
- a* what to register
 - b* how to register
- Special delivery
- a* what to send special
 - b* how to send special
- Exercise: addressing letters and packages to be sent registered and special
- Lesson 17 Locating street railway routes
- Lesson 18 Parcel post
- a* domestic
 - rates, zones, insuring, C. O. D.
 - b* foreign
 - rates, registering, weight
- Lesson 19 Wrapping bundles for mailing
- a* security
 - b* appearance
- Directing
- a* necessary information
 - b* legible writing
- Lesson 20 Outgoing mail
- a* enclosures (“under separate cover”)
 - b* folding letter (small, large or window envelope)
 - c* sealing and weighing
 - d* stamping (machine or hand)
- Lesson 21 Incoming mail
- a* care in opening
 - b* checking enclosures
 - c* sorting
 - d* dating
 - e* knowledge to be gained by clerk



Lesson 22 Location of important manufacturing centers

- a* reasons for location
- b* shortest route from school

Lesson 23 Postal money order

- a* what postal money order is
- b* how procured
- c* why used
- d* how cashed

Exercise: making application for postal money order

Lesson 24 Checks

- a* what check is
- b* important points in making checks
- c* filling in stub
- d* indorsing
 - 1 blank, special
 - 2 in case of incorrect spelling of name on face
- e* certified checks
- f* advantage of using checks for all payments

Exercise: filling in stub and making out check

Lesson 25 How to make out a deposit slip

- a* purpose
- b* filling in deposit slip
- c* depositing

Exercise: making out deposit slip

Lesson 26 Banks

- a* savings
- b* commercial
- c* names and location of local banks

Lesson 27 Location of wholesale houses and commission houses
reason

Lesson 28 Forms of remittance

- a* coin, stamps, postal money order, express money order, check (certified), bank draft
- b* how to send each
- c* when to use different forms

Lesson 29 Receipt

- a* what receipt is
- b* form of receipt (essentials)
- c* signing for others
- d* when receipt is not necessary

Exercise: making out receipt

Lesson 30-31 Invoices

- a* meaning of invoice—bill
- b* various forms of invoices
- c* terms used on invoices
- d* extensions—totals

e checking

Exercise: making out invoices

Lesson 32 Statements

a how statement differs from invoice

b when issued

c purpose

d how to check statement

Exercise: making out statement

Lesson 33 Commercial terms

(acceptance, acknowledgment, affidavit, bankrupt, bill of lading, bonus, broker, capital, clearing house, common carrier, copyright, credit memorandum)

Lesson 34 Record work

a how to rule

b center figures in proper column

Lesson 35 Time clock record

a operation of time clock

b responsibility of clerk in keeping record

c explanation of time sheet form

d transferring time from time card to sheet

e totaling time

f checking to insure accuracy

Exercise: making out time sheet from time cards

Lesson 36 Factors favorable to growth of city

a site

b transportation facilities

1 railroads

2 interurban lines

3 waterways

4 state roads

c material

d labor

e business sense

f good water

g educational advantages

Course of Study in Second Year Business Office Practice

Lesson 1 Making folders

a folding paper

b cutting tab

c lettering name

Exercise: making folder for filing work

Lesson 2 Reading and checking figures

a business way of reading figures

b business way of checking figures

Exercise: dictate figures and have them read back and checked



Lesson 3 Making out time sheet

- a* operation of time clock
- b* transferring data from time card to time sheet
- c* totaling hours
- d* checking

Exercise: making time sheet from time cards

Lesson 4 How to use wage table

- a* purpose of wage table
- b* form of table
- c* how to prevent copying wrong figures

Exercise: by use of wage table figure wages on previous week's time sheet. Verify results by performing calculations in the common way.

Lesson 5 Making change memorandum

- a* purpose of memorandum
- b* form for memorandum
- c* how to summarize amounts on change slip

Exercise: making out change memo. and change slip for previous week's pay roll.

Lesson 6 Filing

- a* what to file
 - 1 correspondence
 - 2 miscellaneous records
 - 3 records required by industrial business
 - 4 receipts
- b* where to file
 - 1 spindle
 - 2 box file
 - 3 Shannon
 - 4 vertical

Lesson 7 Filing

- a* how to file
 - methods—alphabetically, numerical, geographical, subject, follow-up
- b* how to alphabetize

Exercise: arranging card index (name) in strictly alphabetical order

Lesson 8 Pennmanship

simple lettering and numbering

Lesson 9 Filing

- a* equipment for vertical filing
 - 1 cabinet
 - 2 folders
 - 3 guides (tabs of various sized cuts)
 - 4 compressor
- b* indexing—alphabetically
 - 1 division of alphabet. (25-40-80-120, etc.)
 - 2 how to file
 - 3 transferring

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

been a

Lesson 10 Filing

numerical method

- 1 arrangement of guides
- 2 alphabetic card index
- 3 disadvantages

Lesson 11 Filing

- geographic and subject methods
- arrangement of guides

Lesson 12 Filing

a card record systems

- 1 indexing—name, location, subject
- 2 standard sizes of cards
- 3 use of card record system in insurance business, real estate, purchasing department
- 4 Metal indicators and their use

Lesson 13 Personal account record

- a* value of keeping account
- b* form for account
- c* how to make entries
- d* balancing account (weekly)

Exercise: making personal account record

Lesson 14–16 Principles of debit and credit

- a* analysis of numerous simple cash transactions into debit and credit
- b* journalizing—to establish debit and credit

Lesson 17–21 Principles of debit and credit applied to buying and selling on account

Lesson 22–26 Use of ledger

- a* reason for grouping items under accounts
- b* posting from journal
- c* checking and pencil footing

Lesson 27–29 Taking a trade balance

- a* what it does and does not show
- b* correcting mistakes

Lesson 30–32 Bills and statements

billing from orders and from ledger

Lesson 33 Commercial terms

(collateral, coupon, demurrage, depreciation, dividend, drawage, exchange)

Lesson 34 Bank statements

- a* form and reconciliation with check book
- b* filing cancelled checks

Lesson 35 Bank draft

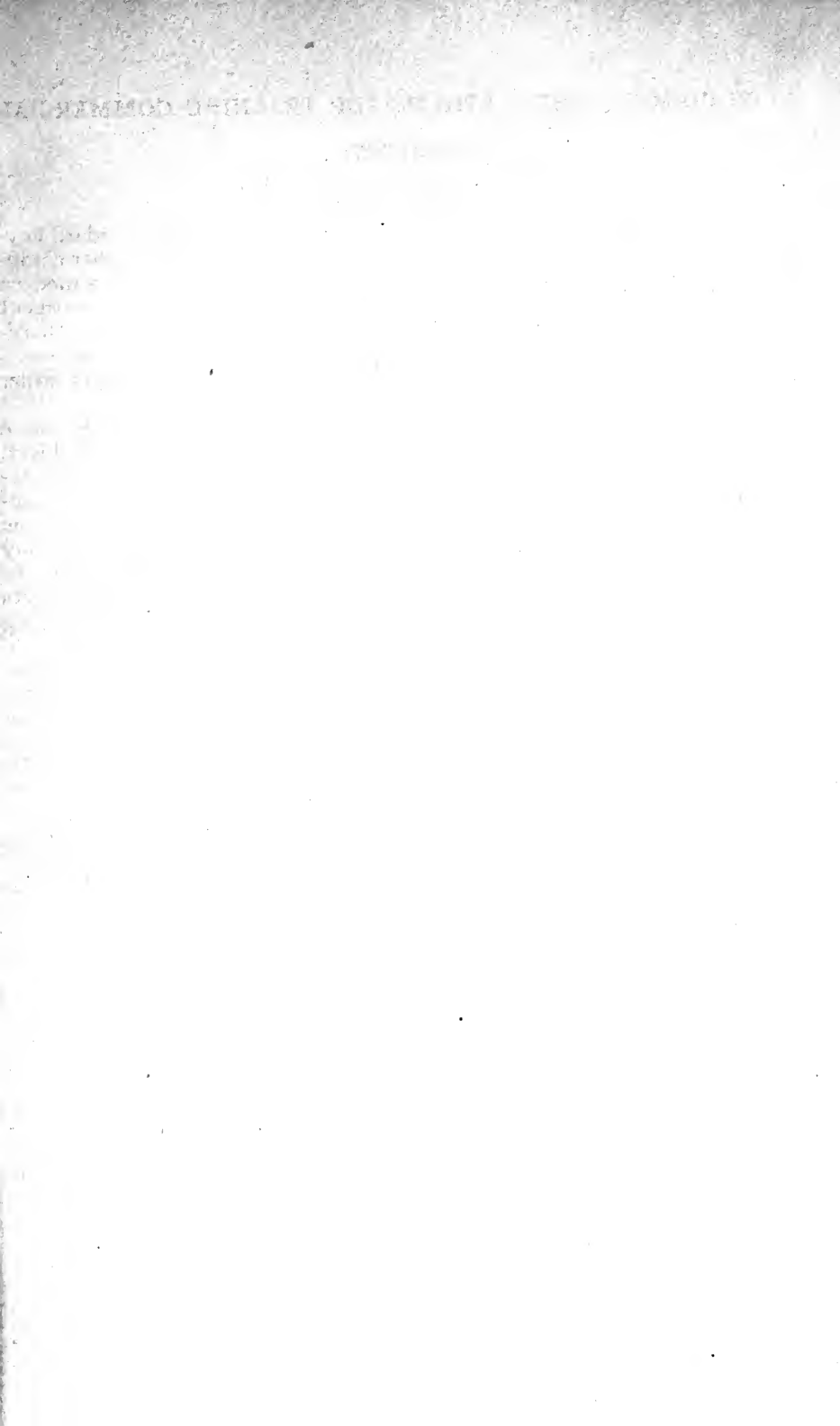
a what bank draft is

b how obtained

c when to use

Lesson 36 Mimeograph

how to operate



8. EQUIPMENT AND METHODS FOR TEACHING COMMERCIAL SUBJECTS

Typewriting

The typewriting department should be well equipped with standard keyboard typewriters, desks and chairs. To this should be added other equipment commonly found in up-to-date typewriting departments of a modern high school, such as duplicating devices, files, dictionary, and an assortment of brief typewriting textbooks. In small communities where it is not feasible to equip special rooms for the part-time typewriting classes arrangements should be made to use the typewriting room of the day high school either after high school hours or on Saturday morning.

Typewriting is very popular among part-time pupils, hence the more urgent need for care in directing the choice of those who elect this subject. Care must also be exercised to see that an undue amount of time is not devoted to typewriting to the exclusion of other vocational and related subjects. In states where the minimum attendance required of part-time students is four hours per week approximately 25 per cent. of the time may be given to typewriting, 25 per cent. to business practice and 50 per cent. to related work. For the 17 and 18 year old group of potential stenographers or typists it may be desirable to increase the time allotment in typewriting to 50 per cent.

There are two schools of thought concerning the method of teaching typewriting in the part-time schools. One group of teachers holds that after the first few lessons the sight system should be used (insist upon the use of all fingers) since it is the most direct. They base their argument on the fact that with the limited time, one or two hour periods per week, it will be from two to four years before students who use the touch method will be able to do comparatively simple copy work. By the sight method they claim more immediate results may be accomplished. The other group favors the touch system since it will enable those who may later care to perfect themselves in typewriting to do so without the serious handicap which they would have provided the sight method were used.

The touch method predominates in New York State and is almost invariably used except in a few part-time schools in the vicinity of New York City.

Business Practice

The equipment of the business practice room should be very much the same as the equipment found in the business practice room of a modern high school. Among other things this should include: large, flat top students' desks with provision for two colors of ink, movable charts, black boards, dictionary, good assortment of reference books on bookkeeping, salesmanship, office practice, arithmetic, commercial geography, commercial law and penmanship. In addition the following will be very helpful: railroad time tables, city and telephone directories, commercial agencies' reports, business magazines, catalogues and advertising matter of business establishments (especially local firms), bank statements, government pamphlets and reports. The John Hancock Life Insurance Company, Boston, Mass., and the Metropolitan Life Insurance Company of New York, have a series of pamphlets for distribution which are especially helpful and suggestive. If possible it is desirable to have in each business practice business room one listing adding machine, one calculator and suitable files for classifying the miscellaneous material.

The aim of the general course in business practice is not primarily to prepare boys and girls in the part-time school for bookkeeping positions, although in some isolated individual cases conditions may justify such an aim. Generally the aim is to give pupils working acquaintance with some elementary business customs and practices which will be essential and helpful to them in whatever walk of life they may permanently enter. To be specific it is intended to be more cultural than vocational. In admitting pupil to this course care should be exercised to see that the pupils have the necessary foundational training. It is questionable if any should be permitted to elect business practice who have not had the equivalent of a grammar school education. Under no conditions should the size of the class exceed twenty in number. An attempt should be made to classify pupils into as nearly homogeneous groups as possible.

The method of instruction in part-time schools and classes is a most interesting and perplexing problem. It is generally conceded that the problems confronting the commercial teacher in the part-time school are radically different from those of the day high school teacher and therefore many of our old methods are seriously questioned for use in the part-time classes.

Among other suggestions as to methods may be mentioned the unit instruction sheet, sometimes called the job instruction sheet, which is rapidly gaining favor among those who have given any considerable thought to teaching problems.

The individual instruction sheet is distinctly a teaching agency to supplement the efforts of the teacher and in no case should be used to supplant the work of the instructor. It is a unit of organized teaching material that has been prepared for the use of the pupil under conditions that will insure the greatest amount of directed individual progress. It is specifically an agency that provides educational work for the pupils according to their varying abilities and interests for the duration of each class period. It is but a means of attaining "self-education through purposeful activity."

The entire plan for individual instruction and the use of instruction sheets is not advanced as a scheme to overturn present pedagogical practices but rather as a means of organizing and providing instruction that will more nearly provide for the needs of the individual members of every class. Class instruction will always have a place and should be used in every instance where it is certain that all the pupils will receive the maximum of benefit. If class instruction does not meet the above standard group teaching should be utilized, and finally if both class and group methods fail to provide the greatest amount of instruction the pupil is able to assimilate then it is absolutely essential that the individual method be used. An honest application of the principle stated in the preceding sentence will promptly demonstrate that individual instruction is of prime importance and has a place in every class room.

The individual instruction idea and the unit instruction sheet are not presented as new theories. The entire plan in one form or another has been a part of good educational practice for a great many years. The form under discussion is a composite development and represents the best of the instruction methods employed by the correspondence schools, the best practice used in school science laboratories involving the use of manuals and lastly the idea of the factory job sheet. (See "Unit Instruction Sheets and Individual Instruction" by Rodgers and Furney for a complete discussion.)

9. RETAIL SELLING

The fact that retail store service employs more boys and girls than any other single commercial vocation has brought to the attention of school administrators in all schools, and particularly in the part-time school, the need for courses to prepare young people for this type of work. Commercial educators will be quick to realize the great opportunity that is thus afforded them to get behind the nation-wide movement to reach thousands of boys and girls who for one reason or another drift into the retail selling vocation without adequate training.

In a vocation so rich in content the problem of the organization of the course of study in retail store service for part-time schools is one of the greatest importance. Obviously such a course must not be too extensive or beyond the needs and aptitudes of the group. A study should first be made of the kinds of stores in the community. This study will determine in a large measure the scope of the work to be included in the course. In general it may be said that courses in retail selling in the part-time school should include some phases of simple arithmetic, textiles and merchandise, store problems and principles of selling.

The general course given below is suggestive of what may be included in a course for junior sales people.

1 Arithmetic

- a* fundamentals to develop speed and accuracy
- b* United States money
- c* unit of measure; yard, foot, inch, dozen, pound, etc.
- d* fractions; use in store work
- e* decimals; store problems
- f* aliquot parts
- g* bank checks and receipts
- h* percentage
- i* making out simple bills and invoices
- j* budgets

2 Textiles and Non-textile

- a* observation and study of staple goods; cloth
- b* fibers
- c* raw materials; cotton, wool
- d* spinning and weaving
- e* manufacturing process; cotton, wool
- f* finished product; cotton, wool
- g* study of silkworm, manufacturing processes
artificial silk
- h* non-textile; leather, etc.
- i* notions, small wares, making of pins, needles, buttons

3 Store Problems

- a* tying knots
- b* making change readily
- c* qualities which make for efficiency
 - a* willingness to serve
 - b* quickness, accuracy
- d* wrapping of delivered goods in paper
- folding or packing suits, dresses, skirts, waists
- f* kinds of customers
- g* discussion of store problems

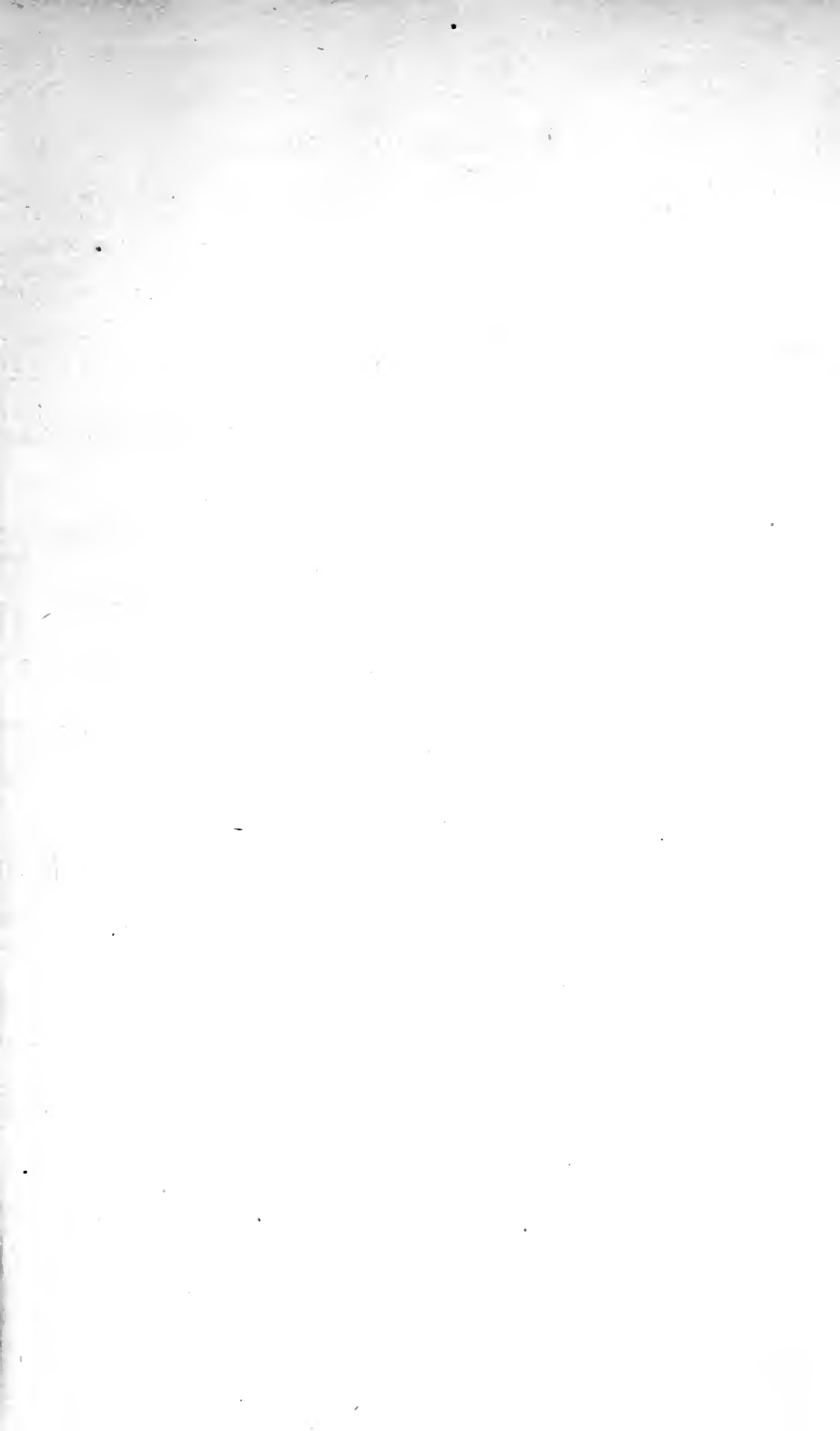


4 Principles of Selling

- a* sales-slip practice
- b* store organization
- c* store courtesy
- d* approach to customer
- e* care of stock
- f* talking points of merchandise
- g* power of suggestion
- h* demonstration sale

The above course is based on a two year program and may be enlarged or shortened to meet the needs of a particular group. Special mention should be made of the demonstration sale. This demonstration should be prepared with considerable care. If possible, secure an adult sales person who can illustrate some of the various types of customers. Definite instruction should be given to the class concerning points to be observed in such a sale, thus enabling the pupil to concentrate on certain phases of the operation.

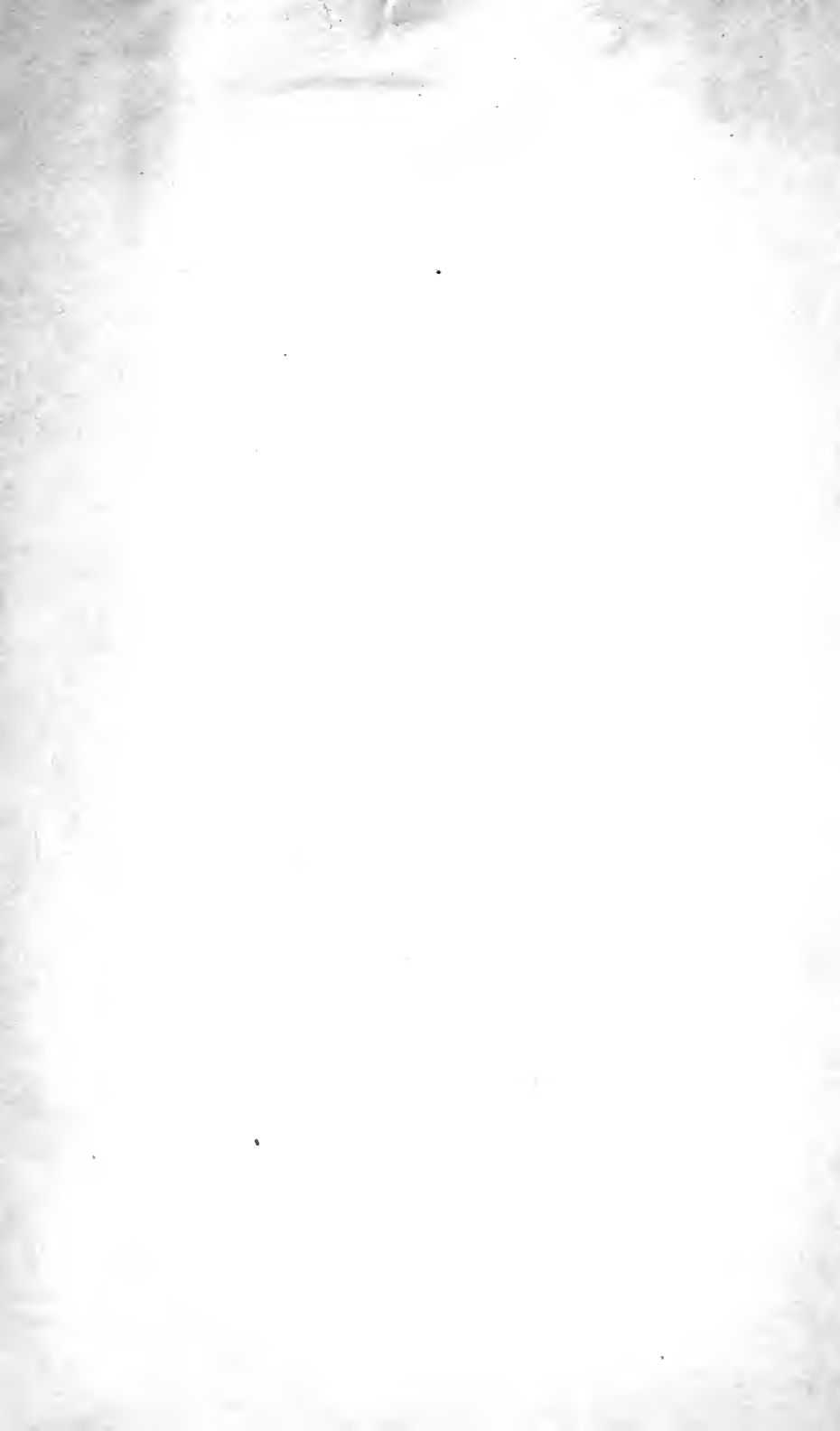
As in the case of the course in office practice, the method of teaching retail selling in the part-time school is a perplexing problem. Some instruction given should be supplemented through the use of the job instruction sheet; on the other hand there will be ample opportunity for oral discussions and reports on the various phases of store problems and organization.



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